

DOCUMENT RESUME

ED 210 957

HE 014 458

TITLE The Dean as Person: Rights and Responsibilities. A Compilation of Presentations from the Executive Development Series I: "Have You Ever Thought of Being a Dean?" (1980-1981). Volume IV.

INSTITUTION American Association of Colleges of Nursing, Washington, D.C.

SPONS AGENCY Public Health Service (DHHS), Rockville, Md.

PUB DATE Jul 81

GRANT PHS-5-D10-NU-23035-02

NOTE 93p.; For related documents, see HE 014 455-457.

AVAILABLE FROM Project Office, American Association of Colleges of Nursing, Eleven Dupont Circle, Suite 430, Washington, DC 20036 (\$6.50).

EDRS PRICE MF01/PC04 Plus Postage.

DESCRIPTORS *Academic Deans; Academic Education; Administrator Characteristics; *Administrator Responsibility; Departments; Governance; Higher Education; *Individual Development; *Leadership Qualities; Models; *Nursing Education; Personality Traits; Program Administration; Self Concept; *Self Esteem; Values

ABSTRACT

The rights and responsibilities of deans as persons as they serve as heads of baccalaureate or higher degree programs in nursing are considered by six deans who contributed to a continuing education workshop series. Rheba de Tornay considers qualities and personal characteristics of effective and less effective leaders, professional image, rewards and costs, and success as a dean. According to Elizabeth C. Harkins, the person who becomes a dean is usually accustomed to successes in life, which enhance the character of the individual and increase self-esteem. Identifying lines of support, personal needs, the resolution of support, and risk-taking are addressed. Julia A. Lane considers attributes that enabled her to survive and experience a measure of success as dean, with attention to personal values, knowledge, and technical, human, and conceptual skills. Andrea E. Lindell suggests that the dean as a person must aspire to utilize self in a disciplined and knowledgeable way in a relationship with other people and must have a personal objectivity based on an awareness of self and personal needs and the ability to deal with one's own patterns of personality. She proposes that the dean has the right and responsibility to emphasize the individual, to allow self-expression, and to give respect and consideration. Postin G. Riddick considers the dean as person in relation to human factors, leadership behavior, and the following models of governance: the constitutional, autocratic, democratic, federal, and totalitarian models. According to Carmen R. Westwick the human dimensions of being a dean are the personality characteristics, the philosophy of life, the mode of interaction with others, and everyday behavior. Additionally, the rights of a dean as a person are identified. Bibliographies are included. (SW)

ED210957

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EXECUTIVE DEVELOPMENT SERIES I "HAVE YOU EVER THOUGHT OF BEING A DEAN?"

THE DEAN AS PERSON: Rights and Responsibilities

Volume IV
July 1981

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University of Washington

Elizabeth C. Harkins
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Julia A. Lane
Loyola University of Chicago

Andrea R. Lindell
University of New Hampshire

Fostine G. Riddick
Hampton Institute

Carmen R. Westwick
The University of New Mexico

Final Word

Marion I. Murphy, *AACN Executive Director*

List of Participants

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Continuing Education for Nurse Academic Administrators Project
American Association of Colleges of Nursing

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The Executive Development Series I was made possible by the Continuing Education for Nurse Academic Administrators Project supported in part by the United States Public Health Service (GRANT #5 D10 NU 23035-02). A Project of the American Association of Colleges of Nursing, the Executive Development Series was launched in April 1980.

The American Association of Colleges of Nursing was established in 1969 to answer the need for a national organization exclusively devoted to furthering the goals of baccalaureate and graduate education in nursing. Its membership includes almost 300 institutions offering degree programs in professional nursing.

This volume is part of a four volume monograph series on the role of the contemporary dean of nursing. The four publications include presentations from six regional Executive Development Series workshops.

For more information on the Executive Development Series, or copies of the four monographs, contact the Project Office, American Association of Colleges of Nursing, Suite 430, Eleven Dupont Circle, Washington, DC 20036, (202) 332-0214.

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The Dean As Person: Rights and Responsibilities

A compilation of presentations from the
Executive Development Series I:
"Have You Ever Thought of Being a Dean?"

1980-1981

Continuing Education for Nurse Academic Administrators Project
American Association of Colleges of Nursing

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Preface

More than a decade ago a group of distinguished and concerned deans gathered together to form an organization devoted to the preservation and continued development of professional nursing. That group formed the nucleus of the American Association of Colleges of Nursing. As members of the profession of nursing they shared a concern for excellence in practice. As academic administrators they shared a concern for improving the effectiveness of educational programs preparing for professional practice. As leaders they assumed the responsibility of identifying problem areas, indicating directions for alternative solutions, and assisting in the developmental process of potential leaders. Their numbers increased until presently the AACN membership totals almost three hundred.

The same commitment to ensuring quality care, the same determination to provide outstanding educational programs, the same pursuit and development of potential leaders prevail today. As the organization grew, so did its sphere of influence. As its membership increased, so did its ability to make an impact on selected areas for change and growth. One of those areas was the identification and counseling of potential leaders for academic administrative positions. Through the combined efforts of a Task Force on Dean's Preparation and guidance by the executive director, a special project, "Continuing Education for Nurse Academic Administrators," was drawn up and submitted to the United States Public Health Service, Division of Nursing, for approval and funding. It was approved and funded. The task force then assumed the role of advisory committee and assisted the staff in implementing the project. This monograph series is one consequence of that effort.

One of the outcomes of the project was the design and implementation of an Executive Development Series. The purpose of the initial series was to orient interested professionals in the role and functions of the chief academic administrator in a department or college of nursing. The scope of the position being as broad as it is, certain limitations in content had to be established to allow for learning. A review of position descriptions, as well as concerns of search committees, indicated that two of the dean's roles were significant--those of administrator and of scholar. Faculty members indicated that colleagueship was essential. Conspicuous by its absence was the factor of the simple humanness of the individual who functioned as dean. These four major areas then composed the nature and direction of Executive Development Series I.

To demonstrate that within the position there is unity in essentials, as well as diversity in accidentals, six deans from various regions across the country were asked to address one of each of the four issues. In all, 24 academic administrators present their views. There are four monographs in the series:

- I. The Dean As Administrator
- II. The Dean As Scholar
- III. The Dean As Colleague
- IV. The Dean As Person

Each monograph will bring you the reflections of six deans on a chosen topic. The deans are diverse in preparation, style, and affiliation. They have one thing in common. They lead successful programs in nursing. That is their professional *raison d'être*. For those of you whose goal is academic administration we present our first Executive Development Series.

Ann M. Douglas
Project Director

Acknowledgements

As part of the AACN's Continuing Education for Nurse Academic Administrators Project, the Executive Development Series--and this resultant monograph--were guided by the vision of an eight-member advisory committee of deans. Together they worked to realize one of nursing education's long-time dreams--formal executive development for its chief administrators. The committee comprises the following:

Geraldene Felton
University of Iowa

Louise Fitzpatrick
Villanova University

Sylvia E. Hart
University of Tennessee at Knoxville

Juanita Murphy
Arizona State University

Marie O'Koren
University of Alabama

June S. Rothberg
Adelphi University

Gladys Sorensen
University of Arizona

Jeannette R. Spero
University of Cincinnati

Special support was provided by three consultants chosen for their expertise and experience in top-level university administration. They helped facilitate the project's progress and aided immeasurably toward the workshops' success. Their names and the positions they held at the time they began working with the series follow:

Shirley Chater
Vice Chancellor for Academic Affairs
University of California, San Francisco

Carolyn Davis
Associate Vice President for Academic Affairs
University of Michigan

Jeanne Margaret McNally
Associate Vice President for Academic Affairs
General Administration
University of North Carolina.

Series Overview

The Executive Development Series was designed as career preparation for the nurse educator, clinician, or administrator considering a career as an academic administrator of a baccalaureate or higher degree program in nursing. The series is part of the AACN's Continuing Education for Nurse Academic Administrators Project which is working to create a national continuing education system to enlarge the supply of capable academic administrators--a population which, in the 1980s, finds itself in short supply.

OBJECTIVES

Executive Development Series I, "Have You Ever Thought of Being A Dean?" attempted to offer workshop candidates a unique opportunity to review, with the help of the series faculty--outstanding academic administrators from across the country--the various roles today's nursing dean must play. Emphasis rested on strategies to achieve positive institutional, faculty, student and personal relationships. Participants had the chance to do the following:

- identify the dean's role in implementing a baccalaureate or higher degree program in nursing,
- examine the intra- and extra-institutional factors which influence the dean's responsibilities and attributes,
- identify alternative models for establishing a method of operation within the territory of deanship, and
- explore the major educational challenges for nursing administrators in the 1980s.

FORMAT

In designing the series curriculum, four major roles were identified as part of the dean's realm of performance: the dean as administrator, scholar, colleague, and person. Surveying the population of successful deans (both present and past) it was noted that each of the four roles was marked by a variety of styles; they were areas replete with personal differences.

The purpose of Executive Development Series I was orientation to the demands of the dean's role. We well knew that the role, for most junior and senior faculty members (and some deans themselves) is seriously misunderstood. A candidate approaching a deanship for the first time does so overwhelmed by the demands of the position. Few have the chance to understand, via one-to-one conversation or close observation, what a dean actually does to fulfill her admittedly gargantuan duties. The dean is, for many, a far-off, intangible model of excellence, power, scholarship, efficiency, or sheer genius.

We knew that the misconceptions are many and that the program we developed could assume only one common perception--that the position of dean is a seemingly overwhelming one. And a corollary to this widespread attitude seemed to be the increasing fall-off rate from deanships. Always before us were the growing numbers of deans leaving their positions, not being reappointed, or being relieved of their positions by administrative fiat. Many of these deans had gone into their positions not knowing what to expect. The Executive Development Series I, "Have You Ever Thought Of Being A Dean?" attempted to orient, on an important albeit limited basis, a new generation to the real demands of the position.

At the same time we decided that, to provide the greatest service, the series had to offer participants a hands-on, no-nonsense look at the deanship--an examination which would help the participant make an important assessment of her/his own personal values, qualities, and needs vis-a-vis the experiences of a variety of successful deans. The more direct the interaction between participants and series faculty members the better.

The format which eventually evolved was a two-day workshop, followed by a six-month interim for independent study, followed by another two-day workshop. The hallmark of the series was a built-in mentorship mechanism which would allow a participant to work closely with one of the series faculty members in small groups during the two workshops and, in the interim period, via phone calls or personal visits. The format was also designed to encourage participant interaction with all of the series faculty members as well as with other participants. A serendipitous effect of any workshop is the informal networking which develops unnoticed. With a combined six-month series experience planned we were hopeful that both the mentoring and networking mechanisms would have ample time to take root.

SERIES FACULTY MEMBERS

In an effort to emphasize the various styles of deaning, we decided that the workshops should afford an examination of the dean's four major roles from the vantage points of two deans. That meant a total of eight deans, two each to speak to the four different roles.

Budget constraints allowed us to offer only three regional series across the country--in the East, Midwest, and West. Consequently, eight deans were chosen for each of the three regional series: four deans to present at the first workshop and four to present at the second. As it evolved, the first workshop included presentations from the vantage point of newer administrators (in the deanship eight or fewer years) while the latter offered the views of the more seasoned executives (ten years or more as a dean). However, all eight series faculty members would be actively involved in each workshop and would direct a group of from five to ten participants throughout the series.

Series faculty members were chosen for their successful performance as deans. In addition to fulfilling the obligations of their demanding positions, they were being asked to serve as role models and mentors for series participants over, and in many cases beyond, the six-months series experience. These faculty members, by region, are listed below:

Eastern Region

Edith H. Anderson
University of Delaware
"The Dean As Colleague"

Olga Andruskiw
Russell Sage College
"The Dean As Scholar"

Donna Diers
Yale University
"The Dean As Scholar"

Nan B. Hechenberger
University of Maryland
at Baltimore
"The Dean As Administrator"

Georgie C. Labadie
Florida A&M University
"The Dean As Colleague"

Andrea R. Lindell
University of New
Hampshire
"The Dean As Person"

Fostine G. Riddick
Hampton Institute
"The Dean As Person"

Doris B. Yingling
Medical College of
Virginia
Virginia Commonwealth
University
"The Dean As Administrator"

Midwestern Region

Doris A. Geitgy
University of Kansas
"The Dean As Colleague"

Elizabeth Grossman
Indiana University
"The Dean As Administrator"

Elizabeth C. Harkins
University of Southern
Mississippi
"The Dean As Person"

Virginia R. Jarratt
University of Arkansas
for Medical Sciences
"The Dean As Colleague"

Peggy J. Ledbetter
Northwestern State
University
"The Dean As Scholar"

Jannetta MacPhail
Case Western Reserve
University
"The Dean As Scholar"

Valencia N. Prock
Center for Health Sciences
University of Wisconsin-
Madison
"The Dean As Administrator"

Julia A. Lane
Loyola University of
Chicago
"The Dean As Person"

Western Region

Rheba de Tornayay
University of Washington
"The Dean As Person"

Patty L. Hawken
University of Texas
Health Science Center
at San Antonio
"The Dean As Administrator"

Carol A. Lindeman
University of Oregon
Health Sciences Center at
Portland
"The Dean As Scholar"

Mary E. Heres
University of California,
Los Angeles
"The Dean As Administrator"

Marion M. Schrum
University of Nevada, Reno
"The Dean As Colleague"

Anna M. Shannon
Montana State University
"The Dean As Colleague"

Marilyn Christian Smith
Loma Linda University
"The Dean As Scholar"

Carmen Westick
University of New Mexico
"The Dean As Person"

To kick off each workshop we asked some of nursing's finest educators and leaders to introduce the series at each workshop location. These speakers were as follows:

Eastern Region

Baltimore, Maryland
Marion I. Murphy
AACN

Richmond, Virginia
Rose Chioni
University of Virginia

Midwestern Region

Indianapolis, Indiana
Mary K. Mullane
Formerly University of
Illinois at the
Medical Center

Cleveland, Ohio
Rozella Schlotfeldt
Case Western Reserve
University

Western Region

Portland, Oregon
Myrtle K. Aydelotte
American Nurses Association

San Antonio, Texas
Billye J. Brown
University of Texas-Austin

We also put together a team of expert consultants to evaluate the series' success in meeting the objectives outlined. We asked them to help us determine if we were doing what we set out to do, how we could do it better, and whether, in fact, the series' objectives and format were appropriate to the task of enlarging the pool of qualified executives. All held positions at top-level university administration at the time we selected them. They were

Eastern Region

Jeanne Margaret McNally
Associate Vice President
for Academic Affairs
General Administration
University of North
Carolina

Midwestern Region

Carolyn Davis
Associate Vice President
for Academic Affairs
University of Michigan

Western Region

Shirley Chater
Vice Chancellor for
Academic Affairs
University of
California,
San Francisco

SCHEDULING AND WORKSHOP AGENDA

Locations and dates for each of the six regional workshops were identified. In each case a major school of nursing committed to cosponsor the workshop in its city. As cosponsors the schools agreed to provide administrative support in workshop logistics and to act as crediting agencies in the award of CEU credit to successful workshop candidates. In one case a school, the University of Texas Health Science Center at San Antonio, actually hosted the workshop in its facility. The series schedule and cosponsoring schools of nursing were as follows:

Eastern Region

Baltimore, Maryland
April 28-29, 1980
School of Nursing
University of Maryland
at Baltimore

Richmond, Virginia
October 27-28, 1980
School of Nursing
Medical College of Virginia
Virginia Commonwealth
University

Midwestern Region

Indianapolis, Indiana
October 16-17, 1980
School of Nursing
Indiana University

Cleveland, Ohio
April 27-18, 1981
Frances Payne Bolton
School of Nursing
Case Western Reserve
University

Western Region

Portland, Oregon
September 22-23, 1980
School of Nursing
University of Oregon
Health Sciences Center
at Portland

San Antonio, Texas
March 30-31, 1981
School of Nursing
University of Texas
Health Science Center
at San Antonio

The workshop agenda was designed to allow time for formal presentations, questions for the presentators, small group discussion, one-to-one group interaction between participants and their mentors, interaction with other series faculty members, and informal networking among participants, both within and beyond established mentor groups. A typical agenda for the two-day workshop looked like this:

FIRST DAY

- 8:00-9:00 a.m. Registration
- 9:00-9:30 a.m. Welcome
- 9:30-10:15 a.m. The Dean as Administrator: Roles, Functions and Attributes
- 10:15-10:45 a.m. General Discussion: First Paper
- 10:45-11:00 a.m. Break
- 11:00-12:15 p.m. Work Session I: Problems and issues related to the dean as administrator
- 12:15-2:15 p.m. Catered Luncheon
- 2:15-3:00 p.m. The Dean as Scholar: Clinical Competence, Teaching, Research and Publication
- 3:00-3:30 p.m. General Discussion: Second Paper
- 3:30-4:00 p.m. Break
- 4:00-5:15 p.m. Work Session II: Problems and Issues related to the dean as scholar

SECOND DAY

- 8:00-8:15 a.m. Plan for second day
- 8:15-9:00 a.m. The Dean as Colleague: Dean, Student, Faculty, Administrative Relationships
- 9:00-9:30 a.m. General Discussion: Third Paper
- 9:30-10:00 a.m. Break
- 10:00-11:15 a.m. Work Session III: Problems and issues related to the dean as colleague
- 11:15-1:15 p.m. Lunch on your own
- 1:15-2:00 p.m. The Dean as Person: Rights and responsibilities
- 2:00-2:30 p.m. General Discussion: Fourth Paper
- 2:30-3:00 p.m. Break
- 3:00-4:15 p.m. Work Session IV: Problems and Issues related to the dean as person
- 4:15-4:45 p.m. Summary

PARTICIPANTS

News of the series program was sent directly to all four-year nursing programs across the country and to major nursing and educational periodicals. Registration was limited to prospective and new nurse academic administrators. All registrants were asked to submit a current curriculum vitae for review of pertinent qualifications and experience for assignment to a specific mentor and group.

The promotional brochure emphasized the series' design as a three-component (workshop, interim study, workshop) learning experience covering approximately six months. Despite this emphasis, however, participants unable to complete the full series were given the option of attending only one workshop.

A complete roster of participants is listed at the back of this volume. The number of participants attending the regional workshops is included here. The significantly lower western regional figures reflect the fewer number of nursing programs in the western states:

<u>Workshops</u>	<u>No. of Participants</u>	<u>% of Participants Attending Both Workshops</u>
Eastern:		
Baltimore, MD	63	
Richmond, VA	67	
	<u>130</u>	66%
Midwestern:		
Indianapolis, IN	63	
Cleveland, OH	45	
	<u>108</u>	54%
Western:		
Portland, OR	30	
San Antonio, TX	35	
	<u>65</u>	53%

As of this time a significant number of participants have earned an Executive Development Series Certificate for attending both workshops and for completing, with the guidance of their mentor, an independent study project.

American Association of Colleges of Nursing



This is to certify that

through work with Executive Mentor

*has completed the Executive Development Series I,
"Have You Ever Thought of Being a Dean?"
conducted by the*

Continuing Education for Nurse Academic Administrators Project

Work was completed on _____ in _____.

Marion J. Murphy, R.N., Ph.D., FAAN
Executive Director

Rosemary Chini, RN, PhD, FAAN
President

Don Douglas, Ph.D., R.N.
Project Director

Executive Mentor

PARTICIPANT EVALUATION AND FOLLOW-UP

All workshop participants were asked to complete a four-page evaluation form before leaving the workshop site. Based upon an approximately 98 percent return the series was deemed very successful in helping participants to evaluate (a) their perceptions of the deanship and (b) their own intentions about assuming the position. Some participants came looking for the ABCs to deaning; they were disappointed to find that there aren't any. Others, who came expecting a qualifications list for the potential dean, were also disappointed. Some participants found it difficult to operate within the workshops' informal, open-ended structure. Others found it disappointing not to be able to work closely with more than one series faculty member. Interestingly enough, the latter two concerns, although often voiced by participants at their first workshop, were not raised after their second workshop. At the second workshop, they felt comfortable enough with both their mentors and with other group participants to use the series' format for what it was designed--serious reflection and productive group interaction.

For all participants the series' mentoring and networking mechanisms were extraordinary. The workshops provided a supportive, nonthreatening atmosphere in which participants could voice their concerns about their professional development and could share experiences. One participant (Dr. Ivy Nelson, Chairperson of the University of the District of Columbia Department of Nursing) wrote, "One cannot wish experiences to be retroactive. However, I believe that my life and performance as a nursing administrator could have been enhanced if programs of this kind were in effect during the formative years of my career. The greatest benefit to me is that of recognizing that my experiences as an administrator have not been unique."

In October 1980 Dr. Olga Andruskiw, one of our eastern series faculty members, raised an important motion at AACN's semiannual membership meeting in Washington. Dr. Andruskiw moved that AACN membership invite series participants to attend one upcoming membership meeting each as observers, in an effort to extend a collegial helping hand to these future deans and directors. The membership supported the motion and issued an invitation unprecedented in AACN's history. At the March 1981 membership meeting the first set of series participants heeded the invitation and were formally recognized as future leaders in nursing education. A total of 30 participants attended; 9 of them were or are now serving as chief executives of their schools. An invitation to attend the next semi-annual meeting, in October, has already been extended to participants of the midwestern and western regional workshops.

Project plans call for periodic follow-up of all participants in an attempt to chart their professional development and to ascertain the impact, if any, of the series on their careers.

Cecelia M. Cunilio
Assistant Project Director

Introduction

(From two different vantage points)

From a nurse, former dean, confrere.

Each factor essential to the approval and acceptance of a dean of a college of nursing is made obvious by emphasis on selected qualities during a search for such an individual. Search committees composed of other administrators, faculty members, students, alumni, and other interested persons all publicly profess their faith in specific traits which, when found in proper combination, predict success. A review of the "dean wanted" advertisements and conversations with committee members document the fact that definite qualities indicating a high level of administrative ability, scholarliness, and positive collegial interaction are the focus of attention. An applicant's possession of these characteristics in particular patterns determined by the institution ordinarily constitute the reason for appointment to the position. The new dean, then, might be thought of as a commodity. But, while that pattern of traits is important, it is the personhood, the condition of being, which to my mind is the most important quality of all in a person being selected as a dean to lead a school. It is also often the quality which receives the least attention.

Advances in technology today have led to programmed learning. Students can learn when, where, and how they please. But technology and machines can go just so far. It is the master teacher who assists the student to exceed his grasp and thus gives meaning to learning. Likewise, some of the designated skills essential for management of a large school may also be automated or delegated today. But it is the dean as person who inspires and leads faculty and students down the "glory road." It is the dean as person who makes the difference between the ordinary and the exceptional. It is the dean as person who makes that desired pattern of traits one which empowers her to set the school apart.

Daniel Burnham tells us, "Dream no little dreams. Make no little plans." Our deans dream no little dreams. Nor do they make little plans. Our deans, because of the kind of persons they are, walk with us down the yellow brick road to the wonderful land of Oz. Here the dean as wizard reinforces our dreams of the glory of nursing and helps us bring them to fruition.

Ann M. Douglas
Project Director

From a non-nurse, administrator, associate.

The first workshop presentation of the "Dean As Person" in Baltimore was met with energetic applause followed by silence. The speaker waited uncomfortably, scanning the audience for what she hoped would be the first of a succession of questions. When the first question surfaced it was tentative and awkward.

The scenario repeated itself at each successive workshop. The "Dean As Person," reserved as the final presentation of each of the six regional workshops, consistently raised a disquieting silence from participants. When it became a regular pattern we began to ask why. We watched and probed and soon identified a very important human dynamic at work. After a while it no longer struck us as peculiar that the question period began awkwardly and ended, sometimes, almost reflectively or so enthusiastically that several questioners were left unsatisfied for lack of time. We grew to expect that initial quiet and subsequent enthusiasm. The one and a half hour group discussion that followed was often the most animated of the entire two days--despite the fact that it was the very last segment of the workshop.

People do not easily accept humanness--their own or others--especially when the subject is broached for reflection and discussion. For it is our humanness and all that it implies--values, associations, and experiences--which ultimately mark us as vulnerable to attack, admiration, love, and feeling. Despite the willingness of the speakers (all nationally recognized nursing educators) to display their vulnerability, participants were slow to do the same. Although trained in a caring profession, they experienced difficulty in making a personal connection. The subject seemed untouchable; the speakers, confronted with their silence, felt momentarily inadequate to the task assigned. But what finally loosened the flow of questions at each workshop was the speaker's ability to connect personally with her audience, an ability which she daily infuses in her performance as dean--administrator, scholar, colleague, and person.

What each speaker shared in her presentation, although cloaked in seemingly private tones, is displayed on a day-to-day, upfront basis via her performance. And, I contend, there are few real discrepancies between her private beliefs and public behavior. Considering the varied demands and pressures of the position, the dean can hardly hide who she is and what she stands for. Her personhood marks all her decisions and actions with a style no one can deny is hers.

The speakers on this topic illustrated, in fact all of the series faculty members confirmed, that their performance is never not guided by their humanness, in its negative as well as its positive aspects. Successful at what they do, they respect themselves as persons and translate that attitude into productive relationships which respect the people they come in contact with. Not everyone can do it. It takes consistent, often painful effort. And for that effort, the dean as a person deserves our momentarily silent reflection. A silence which conveys our respect for an extraordinary human achievement.

Cecelia M. Cunilio
Assistant Project Director

According to Rheba de Tornyay . . .

In making my presentation I find it difficult not to overlap into areas already discussed by my colleagues, particularly that of administration. It must be realized that the role of the dean has diminished since the day of the great deans--perhaps because there are no longer any great deans, only great committees. I could not help but reflect on the idea proposed by a member of the Academic Senate of the University of Washington that, given the need to trim our budget, all administrators should be eliminated and the university should be run by faculty committees. Considering the difficulties in making decisions experienced by most faculties with which I have worked, his idea may present some problems. I am reminded of the comment attributed to that great educationist, Jacques Barzun, that there is a time when the faculty wants to lynch its dean, only the faculty can't decide on the date!

I will be focusing on the dean as a human being bringing his or her own flavor, style, creativity, talents, and attributes to this leadership role. Because almost all deans of nursing are women, my focus will be on the female dean. Some of what I will be discussing will sound more prescriptive than I would like it to sound. I believe that the philosophical underpinning for all effective academic leadership must be sincere respect and an abiding belief in the rights of the individual, be he a faculty member, a student, a member of the staff, or a colleague administrator. Without that belief and attitude all that follows would be shallow and false.

QUALITIES AND PERSONAL CHARACTERISTICS OF EFFECTIVE AND LESS EFFECTIVE LEADERS

One of the best descriptions of effective and ineffective administrators I have found comes from a book titled, The Effective Administrator, written by Donald Walker, President of Southeastern Massachusetts University (1). Walker points out that good administrators come in a wide variety of personalities and types. Although he describes the behavior of university presidents, I found much of what he has to say applies to university deans in general and to nursing deans in particular. I was struck by the fact he points out that university presidents tend to resemble one another, at least superficially. He notes that they need silver hair for a look of distinction and hemorrhoids for a look of concern! Is this picture transferable to other university administrators? As I mentally reviewed all of the nursing deans I know I could find no

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such commonality of resemblance or demeanor. We in nursing are, indeed, individualistic. I leave it to you to decide whether or not that is desirable!

Walker maintains that, unfortunately, it is easier to describe the personal characteristics of the less effective leader than those of the more effective. My own example of this phenomenon is that effective leadership is a great deal like good housekeeping; both are far more conspicuous by their absence than by their presence. I have also noted that faculties tend to spend very little time talking about their deans when they are relatively satisfied with their leadership. But when they are not, the dean is the topic of much discussion.

Because they are easier to describe, Walker begins his description of effective and less effective administrators with the characteristics of the less effective. Walker observes that poor executives tend to be taken with the importance of their positions and preoccupied with their authority and privileges. They regard themselves as inseparable from the status of the office. Therefore, they tend to react when threatened and to counter with aggressive behavior when they feel under attack. Because they cannot separate themselves from their offices, they may take criticism personally and regard their critics and opponents as "trouble makers" and demean their motives and objectives. They consider protest and criticism to be the acts of malcontented persons who might influence others if not stopped. These are the administrators who believe that it is their responsibility to make hard, unpopular decisions and then see that their orders are obeyed and their rules enforced. They view decision making as a series of personal acts of courage, will, and purpose.

These less effective administrators can be broadly characterized by some of their attitudes toward the units they lead, as well as by their role and status within it. They tend to regard many of the persons working in the unit as either inert or perverse. They seem to see themselves as the embodiment of the unit's conscience. In the extreme, they see the faculty and staff as lazy or disobedient. They see their roles as moving the organization away from indolence by enforcing their own views of quality and purpose. Because in due time faculty and students entertain a notion of direction different from that of their leader, the activities of the faculty and students become regarded by the administrator as perverse. Faculty members who do not agree with them are viewed as impractical or troublemakers, and students as naive, mischievous, and easily influenced by others less wise than the administrator.

In contrast, effective administrators possess consistent characteristics that are recognizable only by careful observation. These are people who accept the privileges and status of their offices but wear them lightly. They separate themselves, as individuals, from their offices and, although they are willing to assume the ceremonial obligations and honors of the position, their egos are not bulky. They regard themselves as working with faculty colleagues who deserve respect as fellow professionals. They are not afraid of the faculty or the students nor do they run away from conflict. Effective administrators do not perceive attacks

coming from faculty or students as either personal or threats to their positions. They see their roles as working with and reconciling the differences among constituencies by arriving at solutions to problems. They experience annoyance, at times, with faculty, students, and staff, but it is usually tempered with affection. They have no need to punish opponents and critics. The most effective academic administrators regard themselves as serving an enterprise larger than they. They see themselves expendable if the welfare of the university would be better served by a different leader.

In academia the rules not only permit challenge of administrative decisions but also encourage it. Effective administrators realize that they can be wrong; and if a substantial number of colleagues, faculty, staff members, and students disagree with them, they are willing to carefully examine and re-evaluate the positions they have taken. They respect their colleagues even when they disagree with them. In fact, the wise administrator may even promote disagreement through assigning the role of critical evaluator, or "devil's advocate," to a member of a decision-making group in order to avoid the phenomenon known as "group think" described in the literature on conflict management. "Group think" occurs when a group is involved in policy making and the members of that group find it so attractive to remain within the group that they hesitate to speak out against the ideas of the other members of the group or the leader.

The two most prevalent personal characteristics which describe the effective academic leader are optimism and self-confidence. These characteristics help to absorb the uncertainty of others and reduce their feelings of ambiguity. The self-confidence described is not derived from egotistical self-centeredness, but rather from a knowledge of the organization being led and of the appropriate role of academic leadership.

To summarize, unless deans understand and accept the political realities of the campus, requiring that those being governed are governed by their own consent, they will run into difficulty. The very nature of academia requires a working relationship which is built on mutual respect and collegialship.

PROFESSIONAL IMAGE

In the advertising world, the word "image" is used a great deal. It gives the total picture of the person. It is often deliberately created. The impression of a professional person includes that person's own style and flair. When I think of those deans of schools of nursing whom I admire and respect, I find a common denominator despite their many individual differences. Each presents herself as a distinctive personality. I feel her presence and know she is there. These deans are persons who have worked hard toward developing their images through years of trial and error and through being sensitive to the feedback they have received from peers, friends, and family. A professional image should be developed just as carefully as the development of administrative knowledge and

skill. Although image is somewhat allusive and difficult to describe, it has some components that can be analyzed.

In an excellent book titled, In the Spotlight: Women Executives in a Changing Environment, Margaret Fenn, who is a professor of business administration at the University of Washington, places considerable attention on directing women to develop a personal image(2). This includes appearance and behavior, as well as speech and voice.

As we all well know, appearance is the first cue that a person broadcasts. Attitudes and abilities become reflected in exterior appearance. In a crowd we all play the game of guessing the occupations of persons. Pride, composure, and comfort with self are reflected in bodily posture, carriage, and stance. A good posture and a freedom of stride translate as competence and enthusiasm. Dress, hairstyle, and makeup represent attitudes and convey to others that one is a professional. Fenn points out what probably each of us learned long ago: the more comfortable we are with our personal appearance, the more energy we can direct toward the pursuit of professional goals. We feel better about ourselves when we know that we look good.

Whereas it is true that women in managerial positions in business and industry are still having to fight their way up the corporate ladder, let us not for one minute be fooled by academia. In spite of all of the freedom of expression, men in academia tend to be just as conservative in their views about the role of the sexes as are their brothers in business. Because men tend to dress more casually in academic institutions than in business establishments, so may women. However, it is my belief that female deans should follow the accepted norm of male deans in how we present ourselves through our dress. I believe in what Molloy's studies have indicated(3). He says that women who wear skirted suits and carry briefcases tend to be taken more seriously. It is now easy to find jackets and skirts sold separately, which gives much more variety for the money and allows a woman to carry fewer clothes to professional meetings.

Women have to accept the general norms of the business and academic world in order to succeed. If we women give a cocktail party to entertain important policy makers, such as legislators or their staffs, as part of our united efforts, we should arrive in business attire to appear as though we mean business, rather than in evening gowns. A low-cut gown conveys a different interest, and it is important that we be clear about what it is we want to accomplish.

Fenn describes tonal qualities of speech that reflect confidence and points out that relaxed throat muscles promote pleasant tones rather than tones that sound like whines or pleadings(2). High-pitched tones tend to convey a sense of being frantic. Rapid speech transmits agitations. Hesitations, uneven breathing, and voice strangulation can carry a sense of uncertainty or bewilderment. Disjointed sentences, groping for words, or flights of ideas convey disorganized thought. I believe we must pay more attention in graduate schools toward helping women to develop the skills of verbal communication, which includes the manner in which we express ideas and views. We direct a great deal of attention to the

skills of written communication in our graduate programs in nursing, but the skills of persuading others through verbal means are stressed less. It is far easier to get professional help with our written presentations than with our spontaneous verbal expressions, and perhaps we should give this development more consideration. Deans must "think on their feet"; it is important to realize that what and how one communicates are important factors in success.

Communication skills must include the ability to deliver a message well. As is very obvious from these seminars, deans are often called upon to speak in public. In addition, deans must provide information to the various constituencies of their schools. In order to give information, we must be prepared to give concrete data in a logical and understandable manner. Questions should be anticipated and the answers rehearsed. Few things destroy a group's confidence in their leader more quickly than a fumbling, disjointed, and hard-to-understand presentation. Even worse, being unprepared can be interpreted as being evasive.

Listening skills are exceedingly important in developing good interpersonal relationships. It is important to realize that it is often necessary to sift through a lot of information presented by others in order to find out what he or she is really saying. With one's mind on many things at one time, it is terribly hard to keep listening carefully at all times. Many people have difficulty in expressing themselves. Students, in particular, often arrive in the dean's office emotionally distraught. They need to be carefully and sensitively helped to say what they really want to say. Fortunately, our training as nurses helps us to catch the nonverbal cues that indicate, in a variety of subtle ways, the tension, involvement, and emotions being felt by another person.

Another aspect of one's image is being gracious and thoughtful toward others. Every person likes to have his or her accomplishments recognized and appreciated. The dean who acknowledges the achievements of the faculty is demonstrating good professional relationships. At the risk of sounding like "Miss Manners," I must tell you that my observation over the years has been that when I send a note to my colleagues in other disciplines noting a special honor or achievement, I almost always receive a thank-you note from that person, expressing appreciation for my having noted the achievement. I regret to have to tell you that over the years I have received considerably fewer such notes from my nursing colleagues. I make this statement not only as a simple observation but also to point out that good manners pay off, in academia as in social relationships.

As a generalization, a man's private life is his private life. A woman's is part of her professional image. As all married professional women well know, people are always curious about one's husband. My husband has been asked really peculiar questions over the years, all of them by people trying to find out what it is like to be married to a woman executive. People seem to think it strange that I love to be involved in domestic home-making skills. It appears somewhat incongruent with my image, even today. Yet, it is not seen as strange when a male executive is interested in sports or loves to do carpentry work. Some faculty and students appear to be amazed when a woman dean is a complete person,

interested in a variety of subjects and with a life outside of the school. The number of deans of nursing schools who are married has increased rather markedly during the past ten years, reflecting the changes in society in general. In their study of ten years ago, Hall, McKay, and Mitsunaga(4) found that at that time 69 percent of the deans of schools of nursing were single. In our replication of the study in 1980, Hall, Mitsunaga, and I found that 41 percent were single(5). We also found that, accompanying the increase in the number of deans who are married, the number of deans who have children has more than doubled. A married woman must take certain considerations into account when seeking or accepting a deanship. Institutions of higher education differ in the social expectations they hold for their administrative officers. In general, it is expected that a dean's spouse be included in social affairs, at least most of the time. Therefore, it is important that the number of social occasions be determined during the interview process; if attending most is an expectation, this must be discussed with one's spouse. I have been a dean in two universities. The number of social events we attend has varied. We entertain considerably more in my current deanship. My husband and I discussed this before I accepted my current position, and he agreed to do his part in our partnership. It would create problems for me had he not done so.

Single deans have told me that they often feel left out of the social structure of the campus community because they are not invited to the private parties that are given. Some feel isolated if they are living in a small town where the number of single professional women is limited. I have observed how the only single woman executive on our campus effectively copes with this situation by entertaining either in her home or at the private club she joined for this purpose. She is careful to return all the invitations she receives, and, as a result, she is often included in the social life of the other administrators, all of whom are married. I hope that all the nonsense in the old etiquette books has gone the way of other old-fashioned ideas and that it is no longer mandated that people come to dinner parties as if entering Noah's Ark to be seated next to a member of the opposite sex.

Being a married dean has its advantages and its disadvantages. Among the advantages are that it frequently takes two people in a good partnership to handle the social events, both in being entertained and in entertaining. Being part of a social group at the university helps one to hear things through the informal route. Also, it is easier to work together having "broken bread" together. There are disadvantages, however. Married deans have less time to spend professionally if they want to keep their families relatively satisfied. Their time away from the job is not their own. Married deans may not be free to move geographically--a major disadvantage in their career development. Married women, at least in the past, have often been taken advantage of in terms of their salaries because it was known that they could not leave the area.

As we look to the future, there will be increasingly more individual life-style changes in our society. It is projected that more unmarried

adults will be living together. In time this will be accepted by academic communities, but for the immediate future it is important to realize that institutions of higher education still perceive it as their role to be somewhat representative of the moral norms of society and to be the guardians of tradition. A dean of a school of nursing whose life-style differs from the accepted societal norm may be placed in a somewhat vulnerable position today. As a generalization, atypical life-styles tend to be more accepted on either coast of the United States and in the larger cities of the country; there one's life-style can become more readily diluted by the size of the populations and will less readily become a topic of conversation than would be the case in a smaller community. This may be an important factor in the choice of location for such a position for some persons.

To summarize this section on personal image, it is important to remember that you may or may not get a position of leadership and be accepted in an academic community solely because of your wardrobe or your speaking voice, but your whole image, which includes your over-all appearance, grooming, speech, body language, and manner can be an important asset or a disastrous liability in the pursuit of success. In addition, if you are married, your spouse is part of your image.

REWARDS AND COSTS

The study that Hall, Mitsunaga, and I completed last year contained several findings on how the current deans in nursing view the rewards and costs of their positions(4). Our sample included all deans of accredited schools of nursing offering a basic nursing program and all deans, chairpersons, and directors of accredited schools of nursing offering both undergraduate and graduate programs in the United States. One hundred and thirty-one deans completed our questionnaire, a 90 percent response.

The questions related to rewards and costs were factor-analyzed separately. I will report only those factors found to be significant. We asked twenty questions relative to the rewards of the position. Two major factors emerged as significant. Factor 1 consisted of those items that when grouped together can be described as autonomy and power. The items are presented in descending order of importance in Figure 1.

Figure 1

Deans of Nursing 1980--Major Rewards

Factor 1 Autonomy and Power

- having the power to make change possible (in school)
- having the opportunity to experiment with own ideas
- receiving backing from university officials
- thinking through and working out ideas that I have developed
- developing and implementing a system of rewards for faculty members who have made significant contributions
- having the authority to be selective about persons with whom I am going to work

- having opportunity to influence direction of nursing education in larger area (region, state, city)
- initiating change

Factor 2 consisted of those items which together reflect prestige (Figure 2).

Figure 2

Deans of Nursing 1980--Major Rewards

Factor 2 Prestige

- presiding at official school functions
- being on a peer level with other deans in the university
- having the title of dean
- being invited to a large variety of quasiofficial social functions

It is clear from these data that the major reward for the position of dean was identified as autonomy and power.

There are costs in all positions. We asked 35 questions designed to identify those aspects of the deanship that were less than satisfying. Here we found seven factors that were significant. Through our factor analysis we were able to cluster the costs that were shared by a number of the deans we studied. It is important to note that although there appear to be more factors related to cost that are significant, they are spread over more factors.

Factor 1 in the area of costs consisted of those items that generally could be considered to reflect job hassles (Figure 3). They have a somewhat "poor me" tone to them, and may be symptomatic of an early phase of job burnout.

Figure 3

Deans of Nursing 1980--Major Costs

Factor 1 Hassles that go with the job

- making unpopular decisions
- experiencing the loneliness of the position
- acting on special considerations involving exceptions to policies
- having to take undue amounts of blame
- having to work long hours
- developing the budget
- writing evaluations
- having commitments which require travel

Factor 2 consisted of those items that related to some of the frustrations of the position (Figure 4).

Figure 4

Deans of Nursing 1980--Major Costs

Factor 2 Frustrations

- having to deal with lack of progress
- inability to make headway with major problems
- having to ensure wide input on decisions
- lacking faculty support

Factor 3 included those aspects of the position that found the dean in a public role (Figure 5).

Figure 5

Deans of Nursing 1980--Major Costs

Factor 3 Public Relations Activities

- having to represent the school at a variety of functions outside the school
- having to attend a variety of student and faculty functions within the school
- being expected to give formal presentations at a variety of meetings
- having to attend many committee meetings in the school

Factor 4 included those aspects from previous positions that the dean was sorry to lose (Figure 6). It is interesting to note that although the question "not having time to do my own research" was asked, it did not fit into this group. In fact, 31.7 percent of the deans reported that not having time for research was of little or no importance to them, and 25.4 percent indicated that it was somewhat of a cost to them. In other words, 57.1 percent did not regard their lack of research productivity as important to them. This could be attributed to the recent development of the research role for nursing faculty and to the fact that the research role has not been expected of university administrators.

Figure 6

Deans of Nursing 1980--Major Costs

Factor 4 Grieving for the Old Days

- having limited student contact
- having little or no time to keep up with clinical development
- having little or no time to do formal teaching

Factor 5 consisted of those items that described the dean as not having enough time to devote to the position and as being expected to work too many hours (Figure 7).

Figure 7

Deans of Nursing 1980--Major Costs

Factor 5 Feeling Spread Too Thin

- not having time to give attention to all the demands of the position
- not having time to do work well
- having to work the number of hours I do

Factor 6 consisted of two items describing budgetary constraints (Figure 8).

Figure 8

Deans of Nursing 1980--Major Costs

Factor 6 Budget constraints

- inadequate financing
- complexities in obtaining grant support

Finally, factor 7 included the administrative details which the deans found less than satisfying (Figure 9).

Figure 9

Deans of Nursing 1980--Major Costs

Factor 7 Administrative Details

- making out reports
- keeping records

One item that was not in the rewards or costs section of the questionnaire bears reporting. Slightly more than half of the deans agreed with the statement that it was difficult to separate their personal lives from their professional lives.

It is important to emphasize again that in contrasting the rewards and costs, only two factors emerged with the major reward factor--power and authority--and accounted for 51.7 percent of rewards as reported by the deans. Costs, on the other hand, were strung over seven factors with only the first factor (job hassles) amounting to 33 percent of the total costs. The remaining six factors were in descending order and represent only 10 percent to 5 percent of the total. The costs, then, are less conspicuous than the rewards. One could interpret these findings to mean that the rewards are of a more personal nature, while the costs are more related to the organization or the nature of the job itself.

As I mentally review my ten years as a dean, I find that my own rewards are very consistent with those selected by my colleagues throughout the country. During my nursing career I have gone from being a faculty member to being department chairperson and then back to being a faculty member prior to my first deanship. In other words, I have gone to and from administrative positions. When I am honest with myself I admit

that what brought me back to administration was my personal need for autonomy and power. I like helping to make things happen. I like problems, and I enjoy trying to find alternative solutions to problems. I have always had a strong commitment to the profession of nursing, and I know that I am asked to participate in the affairs of the profession because of the position I now hold. I enjoy being right in the middle of things--and believe me, that's mostly where I find myself. I also like working with the administrative officers for the other disciplines at the university.

But, as I stated before, the position carries potential costs. In a study of 130 occupations, Veninga found the career of "manager/administrator" to be the most stressful of all occupations(6). Why? Simply because the position requires one to confront on a daily basis a multitude of people, pressures, challenges, and criticisms. There is no question at all that executive positions can be detrimental to one's mental health. If one allows it to be, the job of dean is never-ending. If one allows every criticism to become a personal affront, one's ego will suffer. Most important of all, if one expects to change things rapidly or completely, one will suffer tremendous and overwhelming disappointments. Universities and their faculties can be incredibly tenacious in their reactions to change. Like an organism invaded by a foreign substance, institutions resist all decisions viewed as alien.

An important syndrome has received recognition during the past five years. Identified as "burnout," it can happen to anyone holding a demanding job, but it is particularly prevalent among persons in management positions. It has been labeled as the "organizational menace." It is far from new but has only lately been a topic of study by behavioral scientists. Five symptoms are frequently described in the literature: fatigue, depression, irritability, boredom, and a feeling of being overwhelmed by overwork. Enthusiastic people initially bursting with ideas and the desire to implement them are later described as becoming increasingly rigid, resistant to new concepts and programs, and inflexible to any change, even if the change means progress. People who are in the throes of burning out often fail to see their problem as stemming from inside themselves.

Because burnout builds up gradually rather than flaring up all at once, sufferers tend to be genuinely unaware of what is happening to them. They do not perceive themselves to be angry, rigid, cynical, or depressed human beings with whom others may have difficulty working. From their own vantage points, they tend to see the situation in reverse. They perceive themselves as working harder than anyone else, contributing more, taking on superhuman tasks, and even ruining their health in the process. And for what? They begin to feel unappreciated; they begin to feel their efforts have been futile, and that all they have received in return for these efforts are sleepless nights and a variety of physical ailments. As the syndrome progresses, the victims of burnout see themselves as bogged down in work which only they can do, because no one else will know enough or care enough to do it properly. Accompanying this notion is the feeling that others are out to get them, and that they don't have a friend in the

entire establishment. Persons suffering from burnout find themselves working harder and harder, longer and longer, and accomplishing less and less.

Judging from the literature on burnout, it is clear that it is a syndrome affecting a number of persons who share common personality characteristics that are initially desirable in the search for an administrator--dedication and commitment. What happens is that the person tends to go overboard--to become overdedicated and overcommitted. Perhaps even more serious is what Veninga has identified as the person's underlying, real reason for seeking the position of administrator in the first place. He points out that to some individuals the commitment to proving himself or herself is a goal in itself, rather than a goal coinciding with the purpose of the organization the person is leading(6). Some persons who are insecure or whose personal lives are unfulfilling seek in a work situation the aggrandizement and recognition they have not been able to find elsewhere. Instead of working for the organization, these individuals want their organizations to work for them. What ends up happening is an unending cycle of accelerating effort and decelerating reward.

There is no question that the job is demanding of time, energy, and personal commitment; the list of costs is definitely longer than the list of rewards. This should not, however, deter an aspirant to the position. The rewards of autonomy, power and prestige are major. I believe it safe to state that having the power to influence the future of the profession and the school far outweighs the petty annoyances and even those aspects of the position that can affect a dean's health and well-being. It is, however, important that the risks of the position be clearly understood in order to assess aspiration with reality. Of greater importance, the risks of the position need to be fully understood in order to apply timely remedial action and prevent the disillusionment that can lead to burnout.

HOW TO SURVIVE AND THRIVE AS A DEAN

The following is a list of twelve items to help you thrive as a dean. They are not in order of priority, and I do not make any claim for the completeness of the list. However, the following practical advice is offered to anyone considering becoming a dean as well as to those new in the position:

- Keep your sense of humor and perspective. Things are really seldom as bad as they seem at the moment. Do not take yourself too seriously.
- Be fair, Try not to choose sides in an issue.
- Accept and learn from your mistakes. You are not perfect. You know that it does not take others long to find that out. When you are wrong, admit it and do not put the blame on others. When you accept your own fallibility you make it safe for those around you to accept theirs.
- Communicate as often and as much as you possibly can to everyone. Be open rather than secretive. Do not be afraid to express your own feelings.

- Accept the fact that you will be criticized by others. You cannot make any decision without some criticism. Do not take the criticism personally. Remember that you are the visible leader of your unit. One function of leaders is to be focal points for the frustration of others. Differentiate between that which you can change and that which you cannot change, and do not waste your energy on the latter.
- Choose your battles carefully, thinking of consequences. Sometimes you can be right and win a battle of no real importance. Remember always that you may need the support of others for those issues of very real concern to the school of nursing. Support your colleague deans and they will support you. The old political adage which says that sometimes you must give a little to gain a lot should be remembered.
- Guard yourself from becoming a workaholic. Administrative duties are never done. It is not necessary to put in 80 hours a week every week. You do not have to be in your office earlier than everyone else all the time, nor do you have to be the one to lock up the place. Set time limits for yourself, and keep them.
- Have a life away from the university. Enjoy your hobbies, friends, family, lover. They will help you to keep your sanity by giving you a vacation from your job. You can return refreshed and with a different perspective.
- Practice all the principles of health that you have learned, particularly those of mental health. Invest in some activities just for yourself, such as biofeedback training, meditation, and exercise.
- Have confidence in your own judgement and hunches. After all, you were hired for the job because a committee and the university's administration believed in your ability to lead. They could not all be wrong about you.
- Have a private built-in timetable for how long you plan to stay in your position at the time you accept the position and check along the way as to the progress and accomplishments you have made. Welcome your administrative review as a validating mechanism. Do not overstay in your position. On the other hand, do not share your plans for leaving until the appropriate time; you do not want to be a lame duck for long. Remember that administrative positions are relatively short-lived. In fact, because administrative changes provide balance, they are part of an institution's homeostatic control.
- Do not pity yourself, and never ask for sympathy from the faculty. After all, you asked for the job.

I want to conclude by quoting from the short and sage advice offered by Walker(1). He gives three propositions for effective university administrators:

Respect the people with whom you work;
Understand the University for which you work;
Always remember why you are there.

ACKNOWLEDGEMENT

Appreciation is expressed to Duane Ponnebaker for his valuable assistance with data analysis and for his constructive comments.

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According to Elizabeth C. Harkins . . .

The Executive Development Series is timely but long overdue. The number of vacant deanships in schools of nursing throughout the United States is evidence that something should and must be done to correct the problem.

During the last 30 years, we have lived through the nuclear age, the space age, and the jet age. We have now entered the "Short Age" of both human and material wealth. The human shortages encompass all aspects of society but appear to be especially critical in positions that require both leadership skills and total immersion of the person into the position. Specific reference is made here to a deanship in nursing--the focus of this program.

My assignment on the program is to discuss the dean as a person. The use of person in this paper means all people, regardless of sex, race, creed, or any other distinctive characteristics.

It is recognized that nursing continues to be primarily a profession for women; however, more and more men are coming into the profession. Nevertheless, we do not have a large number of men who hold a deanship in nursing. By far, most deans of nursing are women. Having stated this fact, in the future when I speak of dean of nursing, I will use the feminine gender. At the same time, I do not want to negate the fact that we do have some men in deanship positions, and it is imperative that the position remain open to any qualified person without respect to sex, race, or religion. I highly value my male colleagues, both for their friendship and their considerable abilities.

Deans do not, like Minerva, spring full-grown from the head of Zeus. They spend years in preparation; and, as we have heard from the other speakers, they have rather clear cut directions toward which they must apply their skills. Item by successful item they build their dossiers as scholars, researchers, administrators, and colleagues. On the other hand, their achievements of personhood have usually been haphazard and often unconscious. By the time they have begun to eye the dean's chair, their personalities--for better or worse--are usually set. They view the world from a particular stance, be it cynical, indifferent, egotistical, or dedicated. They have settled into a distinctive life style. They have needs--needs of all kinds: psychological, physical, spiritual, intellectual.

This rather digressive introduction leads me to the first point I should like to make. The person who accepts a deanship is meeting her

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most important internal need; that is, the opportunity to use her knowledge, her talents, her experiences, and her education in a creative manner which is self-fulfilling and essential to maintaining the person's peace and happiness with herself, as well as satisfying her need to give of herself in service to society. However, one must recognize that healthy and helpful relationships must be established and maintained with others: the university administrators and staff; deans; faculty and staff in other schools and colleges within the university; and administrators, faculty, staff, and students in the school of nursing. It is through these relations that we can help others grow in knowledge of professional education and especially nursing education.

The most appropriate point to initiate discussion regarding these needs is the time of the interview for the position of the dean of the school of nursing. The purpose of the visit is twofold: the institution examines the person and the person examines the institution. The results sought by both parties are the same. Each wants to see the fit of the person to the deanship position and the deanship position to the person. The applicant must know who she is and what kind of life she is seeking. She must be alert to nuances in the speech of her interviewers and discerning about matters not discussed, as well as those that are. Many young women and men have planned a professional career for themselves where a deanship position in nursing is a stepping stone to a higher position, such as vice president or president of a university. Even those who do not entertain such high aspirations have need to know the status of the affirmative action program in the university. The person, especially if a women, should know that her competence and not her sex will be used in appointments, promotions, and recognition and that productivity is the criterion for rewards. For these reasons, a full and open discussion should be held with the affirmative action officer. Also, it is probably wise for the applicant to talk with other women in administrative positions in the university.

The value of the interview should not be underestimated, for it is the opportunity to obtain essential information about all aspects of the school and its program which include structure and governance. Later, and before making a decision whether or not to accept the position, the information should be reviewed and compared to the beliefs held about nursing education and practice. Also, it should be determined what sacrifices of her beliefs and standards the position calls for. It is the time to decide what effect these sacrifices would have on the applicant's personal integrity. The risks in the position involved should be identified and examined. The individual who obtains more accurate information from questions and observation will more likely see areas where she will not be able to compromise--areas where she can perhaps negotiate a more tenable solution to the problem. All negotiations should be completed prior to the acceptance of the position. One does not negotiate from a position of strength after she is placed under contract. I can scarcely stress this point too much. Any matters suggesting later conflicts must be openly discussed and a satisfactory solution agreed upon--preferably in writing --before accepting the position.

When a person initiates the processes to accept a position as dean of a nursing school, she brings her complete self. It is the person, her education, her gifts, her talents, her personality, and her experience that she brings to the position. She must be prepared by education; by this I mean she should hold a terminal degree in some field. Also, she must have proven herself as a scholar by conducting and publishing research as well as by having authored other kinds of published writings. Not only her competence in an administrative role, but also her teaching excellence should be recognized. In other words, I am saying that this person should come on as a strong, competent individual capable of leading a faculty and student body and of successfully administering a nursing program. Her reputation as a researcher and scholar should already be established because the first years of her administration of a school do not provide or permit time needed to conduct research and write. The individual needs to be recognized for these competencies in research and writing at the time she comes to the deanship. It brings her the respect and esteem of the university administration, her colleagues on campus, her faculty, staff, and students. With this recognition the individual's self-esteem is enhanced, and she projects a very strong, positive picture.

The second kind of information, but no less important, is the university calendar which should show the times of the year which require a total immersion in professional work. These times are usually the opening and closing of the academic year, budget and accreditation time, preparation of reports, and others peculiar to the particular college. Just as important are the times that are more relaxed, such as holidays--Thanksgiving, Christmas, Easter, and vacation. An individual's personal life cannot be divorced from her professional life. There is a continuing ebb and flow of pleasant and unpleasant events which must be met. Consequently, it is imperative that a well planned and organized personal life be maintained so that the dean can be at her best in her professional work. Priorities for personal living for herself and her family, separate and distinct from her professional life, should be set. Good planning, short- and long-term, is needed to sustain equanimity and harmony in family life. This harmony in family will promote health and happiness and is the basis for both physical and mental strength in professional work. The prospective dean may then plan with her family a schedule which will let the family know what can be expected from her. The planning of the dean's time is as important for the family as it is for the dean. It reduces the family's claim for time when the dean is most heavily involved in professional work but allows for planned time with the family.

It is the individual person's education and experience that illuminates the interview. The vita tells the academic and experiential success story of the individual. The person who comes to this position is usually accustomed to successes in life. Although these successes may have come from the fulfillment of certain roles, nevertheless they enhance the character of the individual and increase self-esteem. Self-esteem, as used here, is not synonymous with the accolades of the public. Rather it expresses the value, the self-worth, and the self-appreciation of one's personal giftedness. It comes from within rather than without.

Throughout the life span, a person experiences needs which are both external and internal. The type of need shifts and changes as one develops and matures; at one time the internal needs may be greater and at other times the external needs.

The external needs are broad and occasional; they are of small or great magnitude; they may be partially or totally met; they are characteristically dependent upon others to meet them. Nevertheless, they are essential for the peace, the enjoyment, the contentment, and the productivity of the person in her professional position. Two vital external needs are safety and security.

Safety and security focus on needs satisfied in entirely different ways. Safety is viewed as being "free from danger" and concerns the present, while security is viewed as "having negotiable assets" now and in the future. In relocating, the person should examine the new place to learn its safety features; this is especially true for those who have small children and a growing family. How safe is it for a person? What about the crime rate? What are the health hazards? Are there nuclear plants and waste disposal in close proximity? Does the city have good police and fire protection? On the other hand, when one thinks of security, he thinks first of employment. The person needs work for today and tomorrow in order to support herself and her family. The present employment relates to an immediate contract. The kind of contract desired must be negotiated, whether it be for one, three, or five years. Professional rank is negotiated with the first contract. Future employment is secured with tenure; therefore, the person should negotiate and obtain tenure with employment. It is for this reason that scholarly competence must be reflected on the vita in the form of accomplishments, research, and publications.

By the time a person accepts a deanship position, she has learned the skills needed to develop a network of support. Her success in this area is determined, to a great extent, by her ability to project herself as strong, knowledgeable, and capable of gaining greater recognition for the school of nursing and the profession of nursing.

It may help to think of the support network as an ordinary spider web from whose center lines emanate outward and attach themselves to other objects--to family and close friends--while circular lines graduating from the smallest to the largest represent lines of support from professional associations and elected political officials. Chief among the professional associations are the American Nurses' Association at the district, state, and national level; the other big association is the National League for Nursing. Other health-related associations include those of medicine, dentistry, and pharmacy. The person identifies the best support for herself and employs continuing efforts to sustain it. As we all know, the visual appearance of a spider web is deceptive. Although apparently fragile, it is capable of a great deal of stress and strain. Deans, too, supported by inner satisfactions and external institutions, are capable of an amazing amount of growth and development in spite of temporary setbacks, hardnosed decisions, or trying situations.

The life-style of the dean dictates her specific practical external needs. For example, when the dean is married and has small school-age children, the size of the home and its location is most important. The need for a specific kind of transportation is also of importance. You could easily add numerous examples of your own.

One needs to maintain a well-organized personal life in order to be at her best in professional work and to set priorities for personal living for herself and her family which are separate and distinct from her professional life. Good planning, both short- and long-term, is needed to sustain equanimity in the family life in which the person who holds a deanship in nursing has the leading role.

The more a person can foresee and eliminate conflicts, the more successful she will be in her personal and professional life. Self-knowledge should be the point of departure.

Aloneness and loneliness are two concepts which reflect internal needs of the individual. The first need for the person is to understand the meaning these concepts have. The two are not used interchangeably by most people, but they do have a sense of psychological isolation in common and, for our purposes, need not be separated; for we would make the same statements about both. Loneliness and aloneness are not necessarily negative states; in fact, they are negative only when one is devastated by having to bear alone the consequences of painful decisions, many of which are not understood and often are condemned by professional colleagues and others whose support we cherish. But aloneness, and even loneliness, can be positive states when they lead to reconsideration of our values, reflection on our actions, meditation on our ideals, and perhaps even day-dreaming of our futures.

In contrast to these two psychological states is the closely allied physical state of solitude. Solitude has a positive value, enhances our communion with others, and invites participation in the world. It is a building block which has a companion in silence. Solitude and silence provide time for reflection and inspiration essential for a person's growth and quality of life. It also enhances the quality of the person's experience of living. Solitude is not for monks and nuns only. It is for all of those people who are in harmony with the universe. It makes us happy to be alive and to be uniquely who we are.

In her book, Gifts From the Sea, Anne Morrow Lindbergh (1955, p. 30) writes about the value of solitude.

I cannot shed my responsibilities, I cannot permanently inhabit a desert island. I cannot be a nun in the midst of family life. I would not want to be. The solution for me, surely, is neither in total renunciation of the world nor in total acceptance of it. I must find a balance somewhere or an alternating rhythm between these two extremes; a swinging of the pendulum between solitude and communion, between retreat and return.

It was only a few years ago when only the exceptional woman desired to succeed. It is different today because more women are employed; some hold the highest positions in business while others occupy the lowest. Women are capable of success regardless of the position--highest or lowest. More and more women are in top executive positions in corporations; in industries; in business; in elected governmental positions as governors of states, as mayors of cities, as senators and representatives in the U.S. Congress, and in myriads of other positions. Among these highly placed women are some in higher education with positions as presidents, vice presidents, and deans. Many are recognized for their personal qualities which enhance their success record. The person should recognize her success, acknowledge it to herself and others, and enjoy it. There is no greater encouragement to success than success itself. I believe that when a person acknowledges success, she is recognizing God's gifts. Also, I believe that at the time of success the person should be self-indulgent for a while. She should reward herself! Do something that will especially bring her pleasure! Incidentally, I believe that one should plan for some self-indulgence at other times. Enjoyable pleasure refreshes the body and relaxes the mind, both of which are needed to meet the long strenuous hours of work.

The resolution of conflicts with others occurs daily and involves many people. The opportunities for conflicts can be measured by the number of relations that a person in the deanship must maintain. Mary K. Mullane suggests that examination of those recurring and continuing conflicts and problems should be regularly scheduled.

It is imperative for the person to have all facts before initiating a resolution to a conflict. With facts in hand, the person should listen well to what is said, then make the decision which is both best for the parties involved and one with which she can live.

Most people fail to realize that, when a person takes a risk, she is exceeding her usual limits in reaching for any goal, and part of the process is uncertainty and danger. Also, most people are familiar with the age-old cliché, "no risk, no gain." Simply stated, "Anyone who plans to climb the ladder to success must take risks." The greatest asset one has in taking a risk is the courage of convictions. The person must recognize the need for change and have faith in the specific objectives necessary to make the change. I believe that each of you present at this seminar is ready to loosen your grip on the known and to reach for something that you are not entirely sure of.

Throughout life, a person takes many risks daily. These may be emotional risk, risk of growth, risk of change, risk of sharing, risk of love, risk of control, and risk of esteem. This list includes only a few; many more could be named. Again, those of you present seem ready and willing to take risks for your professional and personal growth.

In discussing the risk which I believe that you are prepared to make, I would like to use the metaphor employed by Viscott in his book Risking (1977, pp. 59-71). Comparing risk taking to a driver who is in danger when passing a car, Viscott separates the risk process into three phases: preparing, committing, and completing.

Before preparing to take a risk, the person must first recognize the need. In applying this metaphor to your situation, you indicate by your presence here that you recognize a need for change. You may not be in danger physically; however, you may permit an opportunity to pass you by and the opportunity may never return. You may have experienced the fear of lost opportunity and are now ready for action. You are ready for the next step which is the decision to risk. Regardless of your fears of exposure, you have kept your perspectives and have accepted yourself. You are now committed and ready to move to phase two.

You are ready to initiate the risk. You have put your plans into action. You have looked at the road ahead. The time is right for you. The moment of commitment may have been especially difficult as you accelerate. Your vision may have become blurred. Fear can have a strong control; it can change perceptions of time and distance and tend to disorient the person.

The person is approaching the point of no return. You have invested time, money, and years of study to prepare you for this time. You are committed and should continue to study, read and reflect, and be prepared for the final phase which is the completion. It is the person who decides when she is ready for a deanship position--when she is ready for the risk. Viscott says:

All risking follows the model of passing, although the critical variables--knowing what issue is most important, understanding what may be lost and what must be overcome--change with each risk. But the process--the sense of rapidly changing landmarks, the fear of the unknown, the initiation of the leap, the possible interference of others, the potential for self-defeat, and the need for a belief in a longer journey worth taking a risk for--is shared by all.

(Viscott, 1977, p. 71)

Historically, it was considered "pure luck" and not competence when a woman succeeded; on the other hand, it was incompetence when she failed. In recent years this belief has begun to change; however, it should be remembered that failure is a possibility in any endeavor and without deference to sex. Recognize that failure is possible. Thank God when blessed with success. Do not linger on failures. Should you have the misfortune to experience failure, analyze the process to determine what went wrong. Make plans to avoid the mistake in the future and move on with your work. The important thing is not to repeat your failures.

I believe that it is impossible to separate the person from a role. I believe that when a dean of nursing dramatizes any one of the three roles--that is, administrator, scholar, colleague--the reflection of the person is visible in the role.

The words of John Henry Cardinal Newman, "Fear not that life should come to an end but rather fear that it should never have a beginning," bring into focus my personal beliefs of the dynamics that permeate the

life of a successful dean of a school of nursing. Because of my convictions, I want to share with you the pathways to my credo.

To discover:

A sense of who I am in relationship to other human beings.

A desire to experience myself, the material world, the reality of other people, and the culture that surrounds us.

A plan to pursue intellectual and harmonious goals that stimulate sensitive feelings of caring, sharing, and giving.

Pathway "discovery" blends into pathway "sanctioning."

To sanction:

A sense of reality to balance my personal and professional life.

A desire to accept challenges and to take risks for ongoing research experimentation and innovation.

A plan to provide for self-renewal which is the source of growth.

Because I discover and sanction, I can freely embrace this credo.

I believe:

I have a true identity and belong in a world to which I can bring contributions and change.

I believe:

I can choose freely to love and to do and to be confidently open to the future.

I believe:

I must take time to laugh, to play, and to be friendly, for these are life's gifts and keep me young at heart.

I believe:

Reading, thinking, and working are sources of power and wisdom.

Finally, I believe:

That success is a kaleidoscope of God's gifts of creation; beauty, freedom, happiness, peace, and stability are the key to an everlasting success--Heaven!

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According to Julia A. Lane . . .

As we come to the end of this conference, this concluding paper again addresses the concept of the dean as a person. In previous papers we have spoken of the role of dean as administrator, colleague, and scholar. It is in the person of the dean that these roles come together and face the world, presenting the image of a unified whole and a dedicated, competent individual.

As I look back on my six years as dean, I can see how much I have grown as a person through the experience. In these years my self-concept has changed and my wisdom has increased. In this same period, my personal goals, the university's goals, and the job goals have to a great extent coincided. I am more myself and more fulfilled than at any other time in my life.

The word person is derived from the Latin persona meaning mask through which one speaks. Person is the reality of a being which is never grasped directly or known completely. We come to the knowledge of our own personhood by reflecting on the meaning of what we do. Others come to the knowledge of our personhood by observing how we act in various roles and the degree of convergence among the roles. Personhood is probably best described as the measure of our predictableness. When we assume any role, we must recognize that who we are as a person pervades, infuses, colors, and molds the role. This does not mean we assume roles with a static quality of personality. We are constantly growing and changing. This very quality is what makes a person so magnificent. Reflection on our success or failure in a role can often provide the insight, motivation, and wisdom for change in our personhood with concomitant greater self-actualization!

When I came to my deanship, I was more naive than most of you. I knew little about the role. My only administrative experience had been as a director of a diploma program and a year as chairperson in a university. I came to the deanship from a faculty as sort of reluctant bride. There were several reasons for my hesitancy to assume the role: fear of failure, lack of ego strengths in handling primadonnas, and poor role models. Further, I was a successful teacher and truly enjoyed it. Yet I had an inner sense of destiny; I would accomplish something important in my life. I felt reasonably intelligent and knew I learned quickly and easily; I even thought I had a good sense of human relationships. On the other hand I had enough life experience to remember that when you are up to your armpits in alligators, you frequently forget why you have come into the water. Self-doubt reappeared.

As I reflect on these years, I believe there were certain attributes of my person that enabled me to survive and experience a measure of

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success. It is my belief that these attributes are present in every person to some degree. What happens to many is that they never take the risk necessary to hone and polish them. Risk makes you or breaks you, because risk tests if the attributes are really you. Each of you possesses these qualities; that is why you are here. By placing the attributes before you for reflection, it is my hope that you will gain greater understanding and power when, as a person, you accept the role of dean.

The focus of this paper is directed toward three attributes that reside only in the human person: values, knowledge, and skills. In the last analysis, that is all you have to work with when assuming any role. These attributes are what you bring and they are what you take with you, altered perhaps, but they are you!

VALUES

First, let us discuss values. Higher education is essentially a value industry. Values are demonstrated in the university's mission, philosophy, student outcomes, faculty excellence, and community service. The most secular of institutions espouses values of some sort, usually those common to a democracy. The dean, as the chief executive officer, is responsible for supporting and achieving the values of the university in the school. The dean also has personal values which are not antithetical to the university in which she resides; at least they shouldn't be antithetical, and if they are she should reconsider the position. The more personal values are congruent with those of the institution, the more effective the dean will be in achieving the university's objectives. Let me give you an example: If the dean believes that honesty and integrity are personal values, and the admission officer and/or university president believes that the quantity of students enrolled is the highest priority, the values of the dean may come in conflict with those of the university, causing discomfort and eventual failure.

Consciously or unconsciously, the personal values of the dean affect administrative style, the faculty chosen, the commitment she makes to the university, the objectives she posits, and the behaviors she models.

Further, the personal values of the dean affect her decision making. Actions do not fall clearly in either a right or a wrong category. Some groups and objectives will be served more directly than others. Correct choices rely upon the stance of the institution, its unique purposes, goals, and community. To this extent, the value judgment of the administrator may outweigh any factual information upon which the decisions are made. In other cases factual information available may be inadequate in many instances. Once again, our decisions are based on value judgments(1).

In describing Woodrow Wilson's strength as a leader, Link wrote "Wilson worked from a basis of carefully thought out fixed principles; a series of basic assumptions of what was morally, socially, and politically right and wrong. With that he used the instrumentalities at hand to get the best solution possible. He was able to compromise without losing sight of his true objectives"(2).

So it is with the dean. Much of a dean's day is spent with ambiguities, perplexities, and compromise in which decisions are required. Sometimes the facts are not clear. Sometimes no one knows wherein lies the truth. Yet the dean is frequently the final decision maker and those decisions flow from her value system. I call them my Solomon decisions.

Therefore, it is essential that a person considering a deanship should clarify her value system--not because any particular stance is necessary to being a successful dean, but because in clarifying and acknowledging the values and principles that guide her life she will be able to identify their impact in her work and decision making. Some areas for value clarification I would suggest are the following:

- What are your values about people and organizations? How do you think people function best? What is your responsibility to them?
- What are your beliefs about the university and its mission?
- What are your values about education, nursing curriculum, faculty, students and standards?
- What are your values about yourself? What's important to you? What is the meaning of deanship to you? What is success and failure for you?
- What are the outer limits of your value system? At what point can you no longer compromise?

The values of two different deans could be totally different to one another, yet both could be successful deans if they were employed at universities where their values were congruent with the philosophy and structure of the system and they were willing to make the commitment to the program and the university.

When I began preparing this paper, I wrote down the values that motivate my deanship and serve as a basis for decision making. I will share them with you.

- About people--Where there is no love, you put love and you find love. Good guys don't finish last. The purpose of existence is to help others reach their fullest potential.
- About the university--The common good of the university must be the goal. Individual goals sometimes must be sacrificed for the greater good of the whole.
- About education--The greatest source of personal power is competency. Education is a right and a gift which obliges the person to return something back to the society.
- About myself--God cares for me in his loving providence. He has given me talents. He will guide me to where I can achieve my fullest potential in order to serve Him best. My responsibility is to say 'yes' to opportunities offered me.
- About our limits--I will never sacrifice who I am for what I do I would leave my position rather than sacrifice my personal integrity.

In the role of the dean, I have acquired a sixth value that I know now was not in my original value system. That value is that we are all tainted by original sin or, to use a physiological framework, we all limp

a little. I wanted to be a perfect dean, in a perfect university, with perfect faculty and perfect students. Now as I move toward Erikson's state of integrity, I have more tolerance for my own limitations and the limitations of others.

The values that I share with you are who I am. I don't always measure up fully but they are the litmus test for my decisions. Problems that appear insoluble can be resolved by simply listing the values that are at risk. For example, a student violates my standards of personal behavior; I cannot deny her an opportunity for education. A student says the faculty is unjust; I must deal fairly with that issue and usually take a stand on the side of faculty because I employ them for judgment and integrity. In identifying and clarifying the values we hold, compromise is possible without losing our true objectives and still find new outlets for expression.

KNOWLEDGE

The second major attribute that I believe is essential for the person of the dean is knowledge--both of self and of the trade. While I would not want to be deficit in either one, it is my belief that self-knowledge is more important because of my premise that the person determines the role.

Self-Knowledge

The essential part of self knowledge is a realistic self appraisal. As nurses and educators we understand the difference between self concept, idealized self concept, and the self others see. We also know that the self concept flows from the experiences of a lifetime, many of which have been repressed. Even though these experiences are not conscious, they have indelibly marked us and in part determine our behavior in certain situations. Therefore, it is essential to periodically employ self-examination. Insight and wisdom develop slowly, but self-reflection provides opportunities for greater maturity.

Areas of self-examination might include our feelings of worth, our sense of fulfillment, our capacity to share self, our ability to handle ambiguity, our utilization of power, and lastly the accuracy of our perceptions. When I began my deanship, I felt I knew myself quite well. In fact, I identified self-knowledge as my greatest area of strength. My self-concept told me I was direct, warm, open, persuasive, nurturing, tolerant, articulate, and smart. I also knew I was shy in new relationships; somewhat self-conscious, particularly because of size; and needed strokes. Because I came from faculty ranks, I anticipated trust and approval from faculty. Well let me share with you how my self-concept was perceived by faculty. Persuasive was domineering; nurturing was intrusive; tolerant was noncaring; articulate was autocratic, and smart was dumb. I was totally unprepared for the interpretation placed on a look, a word, a relationship. It left me devastated and perplexed. What sustained me were my values. I believed that in time the faculty and myself

would grow on each other and as our trust level increased, we would accept each other, warts and all. (What I didn't recognize is that trust is cyclic depending on where we are in the academic year.)

When I was forced to look at myself it was painful. I have always believed that criticism contains a measure of truth and that you need to hear it. I had enough insight to know that I had to change some of my behaviors, but you can't make a silk purse out of a sow's ear. I prized my directness, but it was one quality faculty could not accept. I loved to talk about new ideas and new creative ways to approach a problem; faculty thought such behavior had the earmarks of a benevolent dictator and that I was usurping the role of the various committees. And so with the help of an outside friend and my administrative colleagues, I worked to change, to bring my idealized self-concept into reality by refining my behavior. I became more disciplined in speech and facial expressions. My Irish humor was more restrained. I became cautious with old faculty friendships. I had become a boss, and people handle chief executive officers differently from friends.

People who have known me for years remarked on the changes. They say "you are so all together." I tell them I am old enough to be in a state of "integrity" where it all comes together. But I also believe that my values about love are coming to fruition and that the faculty and the dean have a genuine affection for each other.

A theoretical perspective for the value of self-knowledge in an executive is developed in an article by Brouwer in the Harvard Business Review, entitled "The Power to See Ourselves"(3). In the article, he points out that a person who has been one way for many years cannot suddenly be insightful about his behavior. In fact, it is a good thing that he retains his basic character and somewhat resists change. Otherwise, he would be an adolescent "finding himself." When change does occur in an executive it is usually at the "gut level" of his perceptions, attitudes, and understandings. When such changes occur, the person is different. Brouwer goes on to list the steps for greater maturity and concludes by saying:

Self understanding is a necessary starting point or basis on which to build. But we must also see what our real selves could be, and grow into that.

The strong men of history have one psychological characteristic in common: They seem always to have been themselves as persons. . . and have given meaning to the phrase 'fulfilling one's destiny.'

Specialty or Trade Knowledge

I am somewhat ashamed to say that as a faculty person the only specialty knowledge I possessed was in the area of maternal child health, human relations, and curriculum. While I was aware of government policies, professional trends, and political activities of the profession, I

was not directly involved. I vividly remember my first AACN meeting. I was overwhelmed with my lack of specialty knowledge. Even the vocabulary of the participants was foreign to me. Now, I recognize my own growth over the six years because I can address the issues from my own perspective. It was not easy getting to this state. My advice is read, read, read.

There are several areas of specialty knowledge that every dean should acquire in order to function as a competent person in the role as well as to advise other university administrators. These include knowledge of professional trends, directions in health care delivery systems, changes in government policies and regulations, legal precedents, collective bargaining, management strategies, and, above all, nursing and curriculum. The reading that has been most helpful to me includes the professional nursing journals, an education and health newsletter, the Harvard Business Review, Wall Street Journal and The Chronicle of Higher Education. Because I come from a Catholic institution, I also read the two most prestigious journals of opinion published in the Catholic press.

Further, if you wish to remain a person, reading and experience should be broader than professional journals and professional meetings. You must be able to know more of the world than nursing and education. Make sure you maintain interest in literature, art, and theater.

SKILLS

Technical Skills

"Technical skills implies an understanding of and proficiency in specific kinds of activities, particularly areas involving methods, processes, procedures and techniques"(6). For a dean these might include computer skills, budget development, faculty evaluations, university protocols for various and sundry things, and learning how to handle the mail. When you are confronted with learning these new skills, my best suggestion is to find someone in the university who knows the process well and use him (her) for your mentor. This might be another dean or an administrative assistant. Interestingly, the evaluation of your competence as dean is in part determined by how well you use the technical skills necessary to manipulate the system. One technical skill never mentioned is the ability to write concisely and with clarity. If I had ever known how much writing the position required, I might have never taken the job. Writing is a personal skill that only you can develop, and it is never easy.

Human Skills

An administrator is by definition one who works through others; a dean must therefore be able to gain satisfaction by taking pleasure in seeing others carry out and achieve the goals which she has helped to establish. The utilization of human skills is the essence of a dean's work. They are also the avenue for personal productivity. Human skills

are essential at every level from the cleaning lady to the president. One word of caution. As deans of nursing we work primarily with a female faculty. An observation I have noted is that some women spend a life time reworking, with female authority figures, their relationships to their mothers and other siblings. A dean who has nurturing behaviors in her own personality can get caught in this inner conflict of faculty members.

Another reason for perfecting our human skills is the changing "social character" developing within the nation. Maccoby describes this type of character as having positive traits of self-development, flexibility, tolerance, a critical attitude towards power, and insistence on equity in participation. The new social character's negative traits are self-centeredness, marketing the self, careerism, and rebelliousness toward authority(8). Faculty members possessing such traits may make generativity difficult for the dean, particularly when their behavior violates her personal value system or enters into some repressed area of her self-concept.

Conceptual Skills

Conceptual skills are the true hallmark of the executive. Conceptual thinking involves the ability to see the enterprise as a whole; it includes recognizing how the various functions interact with each other, and how a change in any one part affects all the others. This vision enables the executive to act in a way which advances the overall welfare of the total organization.

Katz believes that conceptual skills cannot be developed on the job. It is his belief that unless a person has learned to think this way before adolescence, the skill remains dormant. Those of you teaching in a conceptually based curriculum know how true his words are. Can we compensate for the deficit? In part, yes, but some persons will never see the forest for the trees.

SUMMARY

I have spoken of three attributes of the dean as a person. These are personal values, knowledge, and lastly technical, human and conceptual skills. All of these attributes are within your power as persons. They will be there before assuming a deanship and after leaving it. Each of these attributes will be honed and deepened by the experiences of life if you are open to it.

Now let me briefly share with you some rules I use in my own personal life to keep who I am as a person alive and to prevent my role as dean from dominating my life:

- Spend some time every day in reflection and prayer. It centers you for the day ahead. Pray particularly about the difficult areas you will encounter. I guarantee you will receive wisdom.

- Find a friend outside the system who listens, understands, and comforts. Talking helps develop insight into your needs and behavior.
- Find ways to refill your well. The pressures of the job may not permit old methods, but search for new ones. Try to fill other people's wells also with a note or a compliment.
- Develop a systematic plan for rest and recreation. Take a mental health day occasionally.
- Work to develop a sense of optimism and joy. Be a glass half-filled rather than half-empty.
- Be careful of paranoia and projection, particularly about physicians and hospital administrators. Learn to laugh at yourself. Continue to teach regardless of how limited the assignment. By retaining teaching skills you ultimately protect your integrity because you can return to the ranks.
- Make time for periodic examination of your values and for self appraisal.
- Love yourself without selfishness or guilt. Just remember Erickson's admonition not to "become your own child."
- Don't be afraid and guilty about using power. It has been entrusted to you by the university.

These little rules may be helpful to you, or you may develop your own--but follow them.

I always liked the humor in that little saying, "For success a woman must think like a man, act like a lady, and work like a dog" because in many respects it really sums up the work of a dean. G. Torres says it's a very sexist remark originated by a physician(10), and so I won't use it to close. But I will share with you my favorite scripture passage. Christ said, "I came that you may have life and have it in abundance." Nowhere can life be more abundant than in the person of the dean. Nowhere can you be happier and more fulfilled. Nowhere can you be more creative in fulfilling your destiny and the mission in life God has destined for you. So I say to each of you, give it a try, you have everything to gain.

FOOTNOTES

1. Charles M. Stanton, "Leadership and Personal/Organizational Values in Higher Education," The Study of Higher Education: Some Papers on Administrative Theory and Practice. Washington, D.C.: Association of Professors of Higher Education, 1976, pp. 33-37.
2. Arthur M. Link, The Washington Post, April 7, 1979.
3. Paul J. Brouwer, "The Power to See Ourselves," Harvard Business Review. Vol. 42 (Nov./Dec., 1964), pp. 156-165.
4. Ibid.
5. Robert L. Katz, "Skills of an Effective Administrator," Harvard Business Review. Vol. 52 (Sept./Oct., 1974), pp. 90-102.
6. Ibid.
7. J. Barry McGannon, "The Academic Dean: Dimensions of Leadership," Liberal Education. Vol. 59 (Oct., 1973), pp. 277-279.
8. Michael Maccoby, "Leadership Needs of the 1980's," Current Issues in Higher Education: Perspectives on Leadership. Washington, D.C.: American Association for Higher Education, 1979, p. 20.
9. Robert L. Katz, ibid.
10. Gertrude Torres, "The Nursing Education Administrator: Accountable, Vulnerable and Oppressed," Advances in Nursing Science. Vol. 3 (April, 1981), pp. 1-16.

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According to Andrea R. Lindell . . .

When Dr. Douglas telephoned me a few months ago and invited me to join with you in this workshop, I did not have to think too long before I indicated my acceptance. The theme of this particular program is among the most intriguing of all, and the emphasis on participant involvement to learn the fundamentals of the deanship is long overdue. After Dr. Douglas gave me my instructions regarding what to talk about, my initial reaction was: "How easy" and "What a snap this will be." How foolhardy I was at the time to have thought that I could complete my task with relative ease. As I began to do serious thinking, I was faced with the realization of the enormity of this task--I had to write about myself. Thinking about and then writing about one's strengths and limitations is a thing we don't deal with often. I began to ask myself, "What are my attributes and limitations as a person as I function in the role of dean? What are some of the analogies from my own experience that exemplify key behaviors necessary to this role?" To say the least, my self-examination has been quite an experience for me.

In attempting to identify what variables constitute the qualities necessary to a person, I began by attempting to develop a highly conceptual and philosophical orientation to the administrative and managerial aspects involved in the role of dean as a person. After much soul searching and reviewing I ended up by realizing that it would not be of much value to philosophize but it would be more fruitful just to tell you what I do and why.

I believe the key questions one can ask when beginning to examine self are: Who am I? What do I want? How do I get there? What do I do when I get there? You, and only you, can honestly answer those questions for yourself. You should judge yourself as you judge others. Incorporate the term "honestly" when you attempt to answer because you must be open and realistic with yourself; otherwise, true identity of self and roles are lost in a myriad of intellectual rationalizations.

Who am I as a dean? Who am I as an individual person? And how do I maintain an identity in the role I assume throughout day-to-day living? Just what are the rights and responsibilities of a person in the dean's role? Quoting from Brill, "Know thyself," said the Greek oracle over two thousand years ago, thereby earning for herself that reputation for sagacity which comes to those who give voice to a basic human urge. From the time when we first evolved far enough as a species to indulge in speculation to our present conception of ourselves as only one life form existing in essential relationship with all other forms, people have been striving

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to do just this. The dean as a person must aspire to utilize self in a disciplined and knowledgeable way in a relationship with other people and must have a personal objectivity based on the following: (1) an awareness of self and personal needs, (2) the ability to deal with your own patterns of personality, and (3) must give freedom to self in order not to place limitations on an individual ability to perceive with clarity and relate with honesty."

Figure 1 illustrates visually what I feel necessary for you to be aware of.



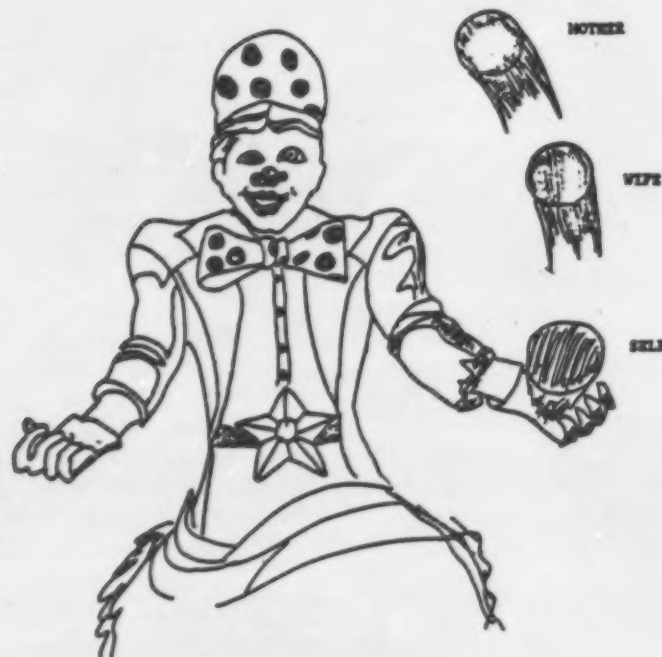
Just as a juggler must (a) be aware of his skills and abilities, (b) have an awareness of how he affects his audience, and (c) display confidence in his own techniques, so must the dean. A key component is that the dean must begin her role by accepting that what she is will affect what she can do, and that developing self-awareness will enable her to understand and change attitudes and feelings and to recognize that central behavior is important in any working relationship. This leads to what I consider the most important factor necessary to functioning with rights and responsibilities--how I feel about myself, my self-identity. If one likes oneself and knows oneself, one can usually succeed in life and thus relate well to other people. Because the self-image the dean has as a person is influenced by the attitudes of other individuals and groups and influences others, the self-image is not a static entity.

Brill suggests that the right of the individual to be comfortable with self can be based on the following:

- Awareness of an ability to accept oneself as a fallible individual with certain strengths and weaknesses.
- Development of a flexible adaptive pattern that does not demand perfection of oneself and hence does not expect it of others.
- Capacity to recognize and deal with the impact of negative attitudes and the behavior of significant individuals within the life experience, either as social groups or the society as a whole.
- Acceptance of the fact that self-liking is not static or unchanging. Only the Babbitts of the world never question themselves.

Furthermore, the essence of self-acceptance and liking is based on a continuous process of awareness, assessment, and flexibility. I am aware of the need for security, dependency, and the need for growth and independence that exists within me. The question then arises, "How do I as a person meet these needs?" There are no magical answers. Let me present some guidelines to you which may offer approaches to help you develop boundaries in your aspiration to become a dean.

I have been married for 13 years; in May it will be 14 years. My husband and I have two children; a girl, 6 years, and a boy, 4 years old. I now have additional roles in my life as wife and mother.



Hence, the juggler has three pins he must control and interact with; these are labelled "wife" and "mother."

Add another role labelled "family role," then a role labelled "career." So far, I have five roles to function in: self, wife, mother, family life, and career.



Now as the juggler has five pins to manipulate--so that all are separate and do not collide in mid-air and yet each contributes to the total--so must I. All roles for me are separate, but each has parts which are integrated and contribute to the total sphere.

I as a person have the right to have basic human needs met--among them the basic need for security. I mean "security" to encompass not only material needs but also the need of love and belonging which, as Brill describes, is a meaningful association with others, a milieu that provides acceptance of ideas and feelings, regardless of whether they are in conformity to established norms, and a reward for risk. Healthy security offers me the opportunity for dynamic dependency. You must identify and establish your sources of support and security. Who will listen to your cries of frustration when you are faced with what seem to be insurmountable problems? When a proposal you have written has been funded by the federal government, who will allow you to share your joy and happiness without making you worry about being perceived as over-indulging in self-pride? When you must terminate a contract of a faculty member who is unable to do quality teaching in a certain program, you are left somewhat stressed; can you share your anxiety and stress with someone without a

fear of being viewed as less than capable, being weak, or getting "soft" in your job? For me, one source of security is my husband. I have found that I can risk my thoughts, feelings, emotions, without fear of recrimination. He raises questions pro and con. He helps me view a situation in its entirety but does not attempt to change my decision making or criticize why I'm experiencing the feelings of joy, sorrow, frustration, stress, and anger. This time I spend talking with him allows me to be secure and experience a small measure of dependence. He accepts my value system and supports my strengths in my different identity as an individual, allowing me to function in an optimal manner as a partner in our marriage and at the same time enter the work arena.

Within a single lifetime a person can have many goals and expectations. These can be of a single nature or contribute to a larger system. There are many personal expectations which I have identified that I have as an individual. One of my expectations is to have a career. My husband also has an individual goal, to have his career in data processing, and we also have a common goal for the total family unit. I believe I have a special place and function in our family. To illustrate the dynamics that occur within my family which provide a major source of security and belonging and allow me to be me, I have taken a quote from the novel by Judith Viorst entitled, A Visit from St. Nicholas. "Twas the night before Christmas when all through the house--which according to their marriage contract, he cleans on Mondays, Wednesdays, Fridays, and alternate Sundays; and she cleans on Tuesdays, Thursdays, Saturdays, and alternate Sundays; except that on the weeks when he goes to the supermarket, she has to clean an extra day, and vice versa. Not a creature was stirring, not even a mouse." Through the years, my husband and I have developed a relationship that involves a sharing of many roles. Neither one of us is hesitant to assume responsibilities within a role that has been identified by society as strictly his or mine. Our relationship has a solid framework which enables me as an individual to move about in a role and across the boundaries of the role. As Maslow identifies in his hierarchy of needs, an individual must have the need of security-love and belonging satisfied to some measure before additional needs become important to strive for.

Your responsibility as a dean and as an individual is to identify from where and by whom these needs can be satisfied. I would be idealistic and dishonest if I led you to believe that security and identity are only met from family, a fiancé, or from friends. Associates or colleagues within the work environment can provide an avenue to meet needs either partially or totally. It may be a fellow dean, a colleague in another profession--whomever you identify--with whom you can share personal problems and concerns or just socialize. We need fulfilling relationships with significant other people with the ability to accept us and allow us to be at peace with ourselves. We need to grow in a social manner as well as an intellectual manner. Stimulation and opportunity to find a meaning in life give us purpose and direction in the total experience.

The dean who is aware of the existence of these needs can then look to ways in which to meet them--for meet the needs one must. The drive for

growth and expression will not be denied, and if it cannot be channeled in a positive and healthy direction, it will take an undesirable course. Recognizing individual needs helps us to avoid using working relationships to meet one's own needs rather than those of your faculty members. Individuals who do not meet their own needs may find themselves manipulating those with whom they are working; making faculty members overly dependent, using faculty members/others to satisfy own needs for power, prestige and/or self-fulfillment. Satisfaction is derived from the freedom to develop and to be successful as a person as well as being a dean/faculty member functioning in a set role.

You have responsibility to your faculty and staff to provide an environment that facilitates and fosters growth and independence but allows for their security and belonging. Security and love-belonging provide the firm foundation upon which the faculty as individuals can stand with confidence and assurance as they grow toward the higher level of self-actualization. Faculty members can depend on this essential footing and can move from it to try new ways; they can return to it when faced with failure, to regroup and start again. The key element in building this foundation is to value the human worth and dignity of all people you interact with every day. Several weeks ago, I attended an institute for academic deans and vice-presidents. Several statements made by the twenty-third vice provost of the University of Pennsylvania during his presentation clearly reflected how to begin to mold this environment. He illustrated by stating, "When someone does poorly in teaching their class, do not make a point of announcing this during a faculty meeting that you would like teaching quality improved because so-and-so shows weaknesses, or don't send out memos stating that you were unable to get someone's job reclassified to a higher level or that someone did not get promoted from assistant professor to associate professor. The dignity of faculty members should be maintained no matter what the situation. You do not have to accept or like their behavior and must deal with the behavior accordingly but you must accept the person as having worth and value." Carl Rogers terms this behavior or attitude you are demonstrating as unconditional positive regard, or "prizing."

Interpersonal relations should contain the behavior of congruence. You as an individual should be viewed as honest and genuine in all situations. Faculty members should be able to experience a sense of trust from you. They should feel comfortable to share anger, frustration, sorrow, joy, and stress feelings with you without fearing that you would perceive them to be incapable of controlling the situation or that it might affect their merit increases. I take time to interact with faculty members in a personal manner. I stop in their offices to ask, How are you doing? How are things? How's clinical? How's your article progressing? I observe behavior and if I notice, for example, that a faculty member is sad, I mention, "You look upset--is something wrong? Sometimes I get a response, many times I don't. But I have at least provided an avenue that the individual may pursue if he or she wants to share. The key behavior you are exhibiting to all others is empathy. Empathy is a word spoken many times but not thoroughly understood. You have the responsibility to be sensitive to the psychological and emotional needs of others.

The behaviors, empathy, congruence, and prizing, Rogers identified as essential in any interaction in which change can occur take time and a conscious effort by you. I work very hard to identify them and use them. Your caring and conscious guidance can allow freedom for growth within members of your faculty.

By recognizing their strengths and guiding the development of the strengths, you create an atmosphere that fosters self-actualization in those who wish to achieve it. As you realize, not every individual wants to deliberately grow toward this final need, but if they have specific strengths, you foster movement by supporting and helping them identify their potentials.

So far I have been speaking to what you as a future dean should be doing and how to accomplish this and how I see my rights and responsibilities. By no means do I wish to be viewed as doing everything correctly. Perhaps if I share with you some of the "do nots" that I have done, you may avoid pitfalls.

My major difficulty in this role is trying to be perfect in everything I do. This may be good to a point, but it may also be viewed as a fault. I feel I have the responsibility to be correct in all I do, but do I have the right? I still say yes. I make mistakes in decisions and in how I carry out the decisions. When I realize a mistake has been made, I admit it--not to the whole world but to those involved. However, I make a concerted effort not to make an error in that certain situation again. This kind of approach can lead you to the belief, "I must be best in everything." This certainly should be avoided. To be best in everything you do takes time--a lot of time. It takes time away from your family, from your leisure, from spiritual needs, and from yourself. When this time crowds in and consumes everything, then you begin to hate your job. You operate in a tunnel--seeing only one point to exit and to achieve--to be the best in everything about your job. To be best in one role can exclude from your life the satisfaction that can be derived from your other roles.

I would like to give some advice that was given to me by a well-known and respected nursing dean. During the second year in my role, I had a meeting with this dean. At that time in my career I was somewhat impatient to become recognized. I thought no one could identify this desire, but I was mistaken. My questions--"How do I achieve this?" and "How do I do that?"--gave me away. She looked at me and said, "Andrea, do not ever get caught up in the importance of your position and job. Respect and recognition come to those who earn them by doing a good job. You, and only you, make yourself important. Your behavior will earn the respect from others, then you become important to other individuals." At the time, I was somewhat taken aback, but I have since had many occasions to think of her advice. Since then, I have accepted the truth of those words. It does work. Recognize your own strengths and perform to the best of your ability. It is your responsibility to do the best you can in everything; however, do not try to be the best for when you do, you destroy potentials in others.

Let's look at the juggler again. Another pin has been thrown. This one is labelled "personal role."



Now he has six pins to keep in a motion of fluidity. Again, so must you. I have categorized personal role to include leisure time, time for personal education and development, spiritual time, and social time. You have the right to a personal life just as your faculty has a right to the personal side of life which can be separate from career life. I believe you have a responsibility to make sure there is adequate time for having a personal life.

There are times, when there are too many "irons in the fire," that I begin to feel frustrated because I don't have enough personal time. This is especially true when I have reports due, class lectures to prepare, many meetings to attend, my children are sick (as you know, this year has been a bad one for flus and colds), or my husband is sick with flu so that more responsibility than usual falls on me at home as well as at work. To decrease this stress, I read. As you know, one of the concepts in management of time is to avoid a constant high level of stress. To equalize stress across all activities is to engage in activities that promote low levels of stress. If you are stressed from the pressures of the job, then you should get involved in low-stress activities--reading, knitting, walking, and so on.

Another point: you must realize that you cannot have your personal and family life be in competition with your career/job life. Nor can they always be totally separate. There is integration of actions that occurs. I have had several crises happen--not the 4+ level, perhaps at the 2+ level--while at work. The following are just a few simple examples:

Home life intervening while at work:

- My daughter Jennifer went to school with chicken pox; the school nurse called while I was interviewing potential candidates for faculty positions and asked me to come and get her.

Work life intervening while at home:

- Search Committee for associate dean, of which I'm chairman, meets at my home on Sunday evenings.
- I took time to prepare this paper.
- I am required to attend graduation and pinning ceremonies (which always occur on the weekends).

Use your imagination and think of problems that you might encounter. If you become a dean they will happen to you just as they have happened to me. Therefore, you must be prepared that certain events will happen that must be dealt with while at work or at home. When you always take work home that could be done at the office and vice versa, you cease to effectively manage your time. Being a dean does not mean that you have no personal life. It means you should be conscious of allowing time for yourself.

Everyone can easily fall in the trap of misuse of time. It is so easy to say, "I'll do it at home." For example, when I first started teaching, I had students write process recordings of the nurse-client interaction, leaving me with approximately 20 to correct two times a week. I brought them home and corrected them in the evenings. For about three weeks, things went well, until my husband began questioning my hours at work and work-related activities. Our daughter was about one year old at the time. I went to work at 9:00 a.m. and left at 3:30 p.m., saving process recordings for home. Well, it turned out that if I went in at 8:30 and stayed til 4:00 or 4:30, I could do them at work, thereby creating a more relaxing relationship in home life. My husband was willing to help, if work had to be done at home because there was no other way, but poor use of time was no excuse. I found I was more efficient and effective by doing the work in the morning. I am not a night worker, especially if it involves concentrated mental processes. What I'm saying is that you must develop an appropriate management of time that is acceptable to you and to your personal/leisure life.

I have found that my first years in my role have been especially rewarding, stimulating, and laden with learning experiences. I have gained insight into how to manage my time effectively and how to juggle situations between career life and personal life.

It was and still is a time for making decisions, learning the error of some decisions, and rethinking the solutions. It is the time for

crises to occur and for learning how to handle them without weakening relationships between me and the faculty and me and my family.

I have learned that my role is lonely and isolated at times. I have missed the collegial relationship I shared when I was a faculty member. For me, this relationship is a specific and unique one. The opportunity to gripe, complain, criticize, and share experiences was available whenever I needed it. Now I have collegial relationships with my fellow deans. However, I do maintain contact with those I worked with before, and when I'm in their hometown for a conference, we always get together for dinner and an evening of sharing.

One of the most important things I have learned is this: don't burden faculty and family with feelings of guilt. When you play the martyr role in attempting to get a job done, it makes others feel guilty because you assume all the burden. This decreases or destroys a cohesive working relationship. When a report has to be done by Monday and it is Friday, don't tell faculty members, "You go; I'll do it even though my children want to go to McDonald's," or "I'll do it; it should only take me until 9:00 or 10:00 to finish." Perhaps a sharing of responsibility facilitates a better working relationship. An alternative approach to getting the report done might be, "I know this report is inconveniencing us all, but if three of us get busy, it will be done and then we'll all have a relaxing weekend." You then go home relaxed and carefree and so does your faculty.

In conclusion, my years in the role of dean have been truly a rewarding experience. I have learned a lot and believe I have helped my faculty members to begin to develop their strengths. I found the following Bill of Rights which I feel states accurately and simply what I have been talking to you about, that the dean has the right and responsibility to emphasize the individual, to allow people to be different, to allow self-expression, to give respect and consideration.

BILL OF RIGHTS*

(from material taken from a workshop on assertiveness training by Patricia Jakubowski-Spector, July 1974, University of Maryland.)

1. You have the right to refuse requests from others without feeling selfish or guilty.
2. You have the right to feel and express anger and other emotions.
3. You have the right to feel healthy competitiveness.
4. You have the right to use your judgment in deciding your own needs.

*There are almost as many bills of rights as there are people working in this area, each with its own particular emphasis. All emphasize the right of individuals to be themselves, to be different, to express themselves, to be extended respect and consideration. Most of them emphasize an equally basic essential--the responsibility to extend the same rights to others! (Brill)

5. You have the right to make mistakes.
6. You have the right to have your opinions and ideas given the same respect and consideration others have.
7. You have the right to ask for consideration, help, and/or affection from others.
8. You have the right to be treated as an adult.
9. You have the right to tell others what your needs are.
10. You have the right on some occasions to make demands on others.
11. You have the right to ask others to change their behavior.
12. You have the right to be treated as a capable adult and not be patronized.
13. You have the right to not automatically be assumed wrong.
14. You have the right to take time to sort out your reactions--to use your time space rather than others time space.
15. You have the right not to have others impose their values on you.

My entire paper and philosophy can be summed up in these few words, "Treat others as you would like them to treat you."

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According to Fostine G. Riddick . . .

As I prepare for this paper on the dean as a person, I am reminded of the instruction given me by Dr. Ann Douglas, "You were chosen," she said, "because you have been a successful dean for many years. All you will be required to do is to relate to us your personal experiences as a successful dean."

As I began to relive some of my personal experiences, I wasn't sure that my performances and interpersonal relationships were those to be emulated by others. But I must tell you this at the outset, I have been excited about being a dean/director/chairman for 17 years with varying degrees of good and bad times, and I have never been discouraged by the momentary events of failure or the high points of success. Each experience was used as an evaluative tool for future activities and not as a factor to determine my abilities and competencies as an administrator.

It was evident from the time I accepted this responsibility, that I should prepare a scholarly presentation. Therefore, my reading has been extensive, and my review of the papers presented during the first session of the Executive Development Series has been thorough and will deliberately contribute to the content presented here. For how can you be a dean as an administrator, a colleague, or a scholar unless you are first a person with rights and corresponding responsibilities.

I would like to take this opportunity to briefly describe the processes that took place as I assumed a leadership position in nursing education in 1963 and how I perceived the reasons that I remained at Hampton Institute for 17 years. I began the administrative role in nursing service at a small community hospital in Norfolk, Virginia. During my tenure there, I realized the need to expand my knowledge in nursing administration and, therefore, entered New York University and completed a major in medical-surgical nursing with a functional specialization in administration. I had a deep and abiding love for nursing, and it was my desire at that time to illustrate to the public the uniqueness of nursing and nurses' commitment to serving patients, their families, and the community. I believed in the ability of the nurse to improve the health status of the person receiving health care. I also felt that as nurses we were responsible for the whole person, which included the family and community, and that when a person had a terminal illness, we had a responsibility to assist with a realization of meaningful experiences as long as life continued. I believed that nursing was committed to personalized services for all persons regardless of race, color, or creed. I believed in the value of every person and I believed that competent nursing practice would demonstrate these beliefs by seeing that a patient's health needs were met in a manner that expressed concerns for him as an

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individual. Thus the "Nature of Man" became a part of my professional existence and spilled over into my personal life.

I met and collaborated with students as they used our facilities for clinical experience. After six years, when the opportunity presented itself I moved from nursing administration in service to nursing administration in education. It was a difficult step for me to take, but my sole purpose was to prepare those nurses, via education, who would enter the practice field imbued with the desire to place the patient, not tasks, as a focal point for the delivery of quality, individualized nursing care. I have always been interested in excellence in performance in both practice and education and I've always believed that one can move mountains if one believes. The challenges have been great for me. After leaving nursing service, I found myself encountering new and fascinating ideas in a different milieu where my associates were colleagues rather than subordinates. Administering to equals was different from the hierarchy of a service institution. Since I considered myself a whole person, my personal deaning has not consumed me completely. I must tell you that my professional activities are shared with civic, social, cultural, and religious activities.

I have often been asked how do you do so many things; how do you have the time; where do you get the energy? I sing in the choir and attend rehearsals; I attend the Chesapeake Civic League; I walk two miles a day; a group of women come to my house for a weekly "weigh in" in an attempt to loose weight intelligently. I work in my garden, and when I want to work off my frustrations, I scrub my kitchen floor or participate in some other similarly unlikable housekeeping chore. Somehow I know myself enough to recognize the activity which is most beneficial for me at an appointed time. I personally feel that one of the most important factors in leadership behavior is to have knowledge of self.

I will continue the discussion of the dean as person by talking about the human factors, leadership behavior, and the styles of governance.

HUMAN FACTORS

If one analyzes what has been discovered about the nature of human beings, a number of important facts present themselves. Among them are these:

There is no such thing as the average human being. People differ in terms of basic mental abilities, personality, interest, level of aspiration, energy, education, experience, and so on. From the day of birth and for the rest of his/her life, each person is unique. The people, things and events with which he/she comes in contact make him/her even more different because they constitute a part of his/her experience.

Human beings work to satisfy their own needs. All normal human behavior is caused by a person's needs. Workers have a perception of their needs which often differs from the one managers think they have. Furthermore, not all workers perceive their needs in the same way. An

even more complex factor is that, as an individual grows older, his/her perception of his/her own needs changes.

Human beings respond to leadership. There is a great deal of evidence that this is true. Yet the reasons why are not well understood. However it is clear that the leader will be followed if he or she can help the followers to meet their needs as they see them.

One of the challenges of a dean is the creation of an environment that will draw out the best in each individual and motivate people to perform at a high level to strengthen the organization and make it effective in achieving its objectives. I must remind you, however, that human behavior in general, is motivated by a need-satisfying process. This is as important for the dean as it is for the faculty, students, and administrators. I'd like to refer you to the hierarchy of needs as described by Maslow. The application of this theory in the work place necessitates a realization that human beings have a variety of needs that will motivate them. He stressed two fundamental premises:

- Man is a wanting animal whose needs depend on what he already has. Only needs not yet satisfied can influence behavior; an adequately fulfilled need is not a motivator.
- Man's needs are arranged in a hierarchy of importance. Once a particular need is fulfilled, another emerges and demands fulfillment.

LEADERSHIP

Leadership is the process of encouraging and persuading those involved in governance to decide and those involved in management to perform. Ideally, leadership objectives embody purpose and seek effective performance to achieve the objectives. Thus academic leadership seeks positive, definite, desirable, and timely decisions in the best interests of those who are served by higher education, as well as of those who serve.

The matter of leadership style is a complicated web of factors. Such items as the past experience of the leader, the organizational climate, and the personality of the leader are often mentioned in management literature as being most important in influencing leadership behavior. There is a continuum of leadership styles ranging from the completely authoritarian situation with no subordinate participation to a maximum degree of democratic leadership, enabling the subordinate to participate in all phases of the decision-making process. This concept is a realistic view of the leadership styles available to the administrator. The problem then becomes one of selecting the style that is most appropriate.

A number of considerations must be taken into account when selecting one's own style. They are the organizational environment, the personalities of organization members, and the congruence of objectives. Since it is clear that attitudes of the leader are very important to successful leadership, the interpersonal relationships between leaders and followers can be improved if the leader cultivates certain attitudes. Successful leaders realize that they get their job done through people and therefore

try to develop social understanding and skills. They develop a healthy respect for people, if for no other reason than that their success as leaders depends on the cooperation of people. They approach problems in terms of the people involved even more than in terms of the technical aspects involved. There are two especially important attitudinal areas that the manager should try to cultivate: empathy and objectivity.

Administration is a process involving organizing, deputizing, supervising. Some terms also used in defining administration are decision-making, programming, coordinating, controlling, appraising, and stimulating. Although love and concern for people are not usually mentioned in a definition of administration, it is generally recognized among present-day managerial personnel that administration is basically a way of working with people to fulfill the aims of an enterprise. It includes leadership, which is the encouragement and execution of change, and it includes the maintenance of established structure, procedures, or goals. (Administration and management are synonymous.)

STYLES OF GOVERNANCE

Governance is the process of decision-making by which basic policies are determined concerning objectives, programs, benefits, standards, and resources. Governance is a procedure for relating power to purpose, and for exercising power responsibly. Because institutions vary, numerous patterns for governance structures will be found.

I have reviewed five models of governance: the constitutional, the autocratic, the democratic, the federal, and the totalitarian. Each model represents an "ideal type" in the sense that it is seldom found in a pure state in practice. However, these models do have distinctive characteristics that represent major currents in both practical and theoretical applications of governance ideas. I will discuss each very briefly.

The Constitutional Model

The constitutional model is the most general of the five. It grows out of the bargaining model of exchange relationships, the role of equity in organization, and the process of organization politicization. The constitutional model emphasizes the role of law in the relationships that emerge among various interest groups and power centers in organization. However, it does not make normative qualifications about the nature of these laws. Strictly speaking, there are no good or bad constitutional processes, although there may be good or bad organizational governance designs which promote or discourage the achievement of organizational objectives. We must always look beyond the constitutional process for justice and equity. Some say we should rely ultimately on the "spirit" of leadership. Others, who are not so optimistic about the benevolence of leadership, prefer that justice be obtained through good legalistic and procedural means.

The Autocratic Model

Almost from the beginning of management theory there were hints about the "best" way for executives to govern organizations. The classical theorist felt that such structural imperatives as coordination, control, and the integration of specialized tasks could be achieved only by the centralization of authority in a management core that exercised unilateral decision-making power through a rigid chain of command. This view of organization led to a system of governance that was unequivocally autocratic because it was based upon the dominance of organizational hierarchy. The autocratic, elitist structure of formal organization is the system of governance that gives administrators maximum control leverage to beat back predatory man when he threatens the rational processes of organizations.

The Democratic Model

Democratic theory is the polar extreme of autocracy. According to the assumptions of the democratic theory, for man to realize his dignity, goodness, and freedom requires the minimization of personal dependence. Put another way, equality is the indispensable component for individual happiness and social harmony. Essentially, then, man is by nature anti-autocratic, antihierarchical, and antitotalitarian.

The Federal and the Totalitarian Models

Federalism and totalitarianism are the modern counterparts of democracy and autocracy. Federalism has many features in common with democracy, as totalitarianism has with autocracy, although there are several noteworthy exceptions. First, both federalism and totalitarianism are governance alternatives made possible, indeed made necessary, by technology and organizational complexity. Second, these emerging governance models have not been examined as minutely as their forerunners. Therefore, third, they do not have cults of true believers broadcasting their merits; and similarly they do not have critics. In short, little is being said of them, one way or the other, as governance alternatives.

A particular university, college, or even a department will need to experiment with different models to determine which best enables the organizational unit to function at the optimum level. The groups involved in college governance include trustees, administrators, the faculty, and students. While each of the groups has its own structure, all are inter-related, and some means is needed to enable them to function within this relationship.

THE DEAN'S STYLE

The dean has the authority to manage, supervise, lead, govern, and administer. A person having authority has the right to act and the right

to expect action from others. But the right brings with it the responsibility for those actions. The dean is first of all a person. Her personality and outlook on life in general will determine how she will deal with the general welfare of those with whom she comes in contact. She is the established leader and it is her right to understand the organization, its purposes, and her responsibility to lead the unit for which she is charged in fulfilling the purposes of the larger organization. Lines of responsibility and authority must be clarified so that all may see where answers, as well as the policies to be followed, can be obtained. The kinds of decisions to be made and the responsibility of each unit in the organization must be specified. The structure must make it possible for decision-making processes to be explicit and visible, as well as providing means for expression of opinion.

So you want to be a dean!

I would suggest that you do a self-evaluation; that you examine your approaches used as you interact with people. One of the most important facts centers around leadership awareness. Leaders of people should be aware of their impact on those whom they lead. We are not assuming that they can predict accurately how their leadership style will affect followers in every situation. We are suggesting, however, that leaders should attempt to learn more about their influence on others. Many of us maintain and develop inaccurate images of our personalities and interaction styles. For example, a leader may perceive herself as being a soft-spoken and easygoing individual, whereas her subordinates consider her a sharp-tongued and ill-tempered person. This type of counter-evaluation of perception of the leader often reduces a group's effectiveness. It causes ineffectiveness because the leader continues to assume that she is one person while the group views her as the complete opposite. The result is often conflict, misunderstanding, and low morale. Leaders should have personal confidence in their ability to lead and have the ability to communicate their objectives to followers.

I would like to share with you a letter a faculty member wrote to me that identified my administrative style in a way that I would not have dreamed possible.

Dear Mrs. Hiddick:

We all know that perfection, although highly esteemed in many writings, is not attainable on this earth. However, there are some elements in our lives which can be manipulated to make our tenure here more nearly perfection. For those of us who work, one of those manipulatable variables is where we work and, therefore, with who and under whose supervision we will continue to work. I believe it is significant that, during the past two years especially, I have been offered several financially more rewarding opportunities but have consciously chosen to remain under your supervision and continue to benefit by the unique combination of autocracy with democracy, power

and coercion you have so successfully utilized in building the Department of Nursing into what it is today.

You were reflected to me in Sheeney's biographical sketch of Margaret Mead--your child being the Department of Nursing and your nurturing exhibited in the outstanding educational development of both generic nursing graduates and nursing faculty. Reading Passages, Organizational Development and The Exceptional Executive, I recognize strengths of your leadership and the particular appropriateness of it in promoting my personal and professional development. I am extremely lucky to have been recruited to Hampton Institute by L. S. at the time it occurred. So when I complain, argue, seek changes and rebel, remember that for the last seven years I've been intimately studying a most effective role model and we are working for the same goals!

Please accept my sincere thanks for letting me be so close to you and encouraging me to be me at my best for myself. You are a profoundly positive influence in my life and I look forward to our mutually complimentary productive professional work in the years ahead.

Love,

A dean must be a human person with the right to have friends as a professional and as a person. Listen to another letter.

Dear Mrs. Riddick,

Time has passed so very rapidly and the stress has been made tolerable because of precious friends like you. And so, I take these very limited moments to express how much your support and friendship has meant to me. Perhaps in the very near future the goal that you have pushed me toward will become a reality. My oral examination has been scheduled for August 12, 1976 at 1:30 p.m. Your prayers and moral support are desperately needed. I have not shared this with anyone so when the time has passed I will announce the results. Take kind care of yourself.

So you want to be a dean! What you are saying is that you want to be a leader and you want to be a success. W. Heartsill Wilson states that

Success has an evasive nature that does not permit its easy acquisition by the majority of those who pursue its rewards. Success is a montage of exceptional effort, formative planning, consistent study and circumstances over which we often have little or no control. Throughout the ages man has attempted to determine the proper

combination of these factors--to assure for himself the rewards that success represents. Success is not made for the masses, but rather for that select few who diligently combine and recombine an endless flow of patterns into one productive process that accomplishes successful results, yet whose composition is everchanging.

I would like to suggest to you that you can and will be a successful dean.

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According to Carmen R. Westwick . . .

The humanness of a dean as the foundation for all other roles and responsibilities is addressed by Hart who wrote:

...no amount of professional or legal expertise will make a dean a successful administrator if that human dimension is absent(1).

What is that human dimension? It is the personality characteristics, the philosophy of life, the mode of interaction with others, the everyday behavior.

Two women I have worked for in nursing were the best supervisors I ever had. Why? Because they possessed that concern for people as individuals as well as professionals. They were comfortable and secure with themselves personally and professionally. As a result, they had the freedom and vision to seek opportunities for professional growth and advancement for those they supervised.

For all deans it is important to pose and to answer questions--such as "Who am I as a person?"; "What are my strengths, weaknesses, likes, dislikes?"--and then to capitalize on the strengths and to complement the weaknesses by recruiting colleagues with strengths in those areas insofar as possible, delegating the things you hate to do.

Some universities have personal characteristics as one of the bases for appointment and promotion of faculty. The statement on personal characteristics in the University of New Mexico Faculty Handbook reads:

This category may be considered to include all traits which contribute to an individual's effectiveness as a teacher, as a leader in a professional area, and as a human being. Of primary concern here are intellectual breadth, emotional stability or maturity, and a sufficient vitality and forcefulness to constitute effectiveness. There must also be a sufficient degree of compassion and willingness to cooperate, so that an individual can work harmoniously with others while maintaining independence of thought and action. This category is so broad that flexibility is imperative in its appraisal(2).

Each dean brings her own unique personality to the institution. No two work settings are the same. What works well for one dean may not work at all for another dean, either because of the personal characteristics or because of the parameters of the work setting.

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Characteristics of deans and leaders in nursing have been studied and discussed in literature. Notable studies have been done by Mitsunaga and Hall(3), Safier(4), and Vance(5). Barritt(6) wrote about characteristics of nursing deans. Profiles have been constructed from data; a research paper presented in 1972 said that the professional education of deans of schools of nursing "typically consists of a baccalaureate degree in either nursing or education and a doctorate in educational administration. Their median age is 53 years; the median annual income is \$21,500.00. They are Caucasian (98.5 percent), protestant (66 percent) and single (79 percent)"(7). With tongue in cheek, Diers wrote in 1979 "one might gather that nursing leaders are, in no particular order, unmarried, arrogant, retired, educators rather than clinicians, short people, mostly from New York City, mouthy, haughty, cutting, powerful, unattractive or dead"(8).

Recently The Chronicle of Higher Education contained an article entitled "So You Want To Be A College President?" In this article, Hall presents a bestiary of presidential qualities: "the aloofness of a cat; the cunning of a fox; the eye of an eagle; the hide of an elephant; the slipperiness of an eel; the courage of a lion; the stubbornness of a mule; the tenaciousness of a terrier; and the wisdom of an owl"(9). He then adds the additional qualities of a heart of gold, nerves of steel, stomach of iron, visual virtues of fairness, humor, intelligence, patience, reasonableness, ability to argue vigorously in favor of an idea or a direction, enjoyment of confrontation and contest, diplomacy, and ability to compromise(10).

Hall's list seemed to pretty well cover the situations faced by deans on a daily basis. As I was writing this paper, I randomly drew out two appointment cards from the past academic year--Monday, September 17, 1979, and Friday, May 9, 1980. My schedule on September 17 was as follows:

8:30 - 10:30	Family Nurse Practitioner Committee meeting
9:00 - 9:30	Greet/senior students in N441, N442, N443
12:00	Albuquerque Visiting Nurse Service luncheon meeting with United Way officials
1:00 - 3:00	Standing Committee meeting
3:00	Meet with Associate Deans and Administrative Coordinator
3:30	Meet with Organizational Goals Task Force

Friday, May 9, had the following events:

9:00 - 10:00	Faculty Appointment and Evaluation Committee meeting
10:00 - 11:00	Meet with Level III Coordinator regarding faculty evaluations
11:00 - 11:30	Meet with graduate student about thesis
12:00	Luncheon for retiring state official
10:00 a.m. - 6:00 p.m.	Open House for University of New Mexico seniors at St. Joseph's Hospital - drop in

- | | |
|------|---|
| 2:30 | Meeting at Veterans Administration Medical Center about contract for student clinical experience for next year. |
| 4:00 | Meet with lawyers and students about a patient suicide. |

In between such appointments are such activities as processing mail, answering telephone calls, preparing for class, and planning. Processing mail is one of my most frustrating tasks. An incredible amount of mail arrives in a dean's office. I sometimes have nightmares that I am buried by mail.

Let me share with you, however, the importance of responding to mail. Last May, a check for \$10 came to my office for a scholarship fund. I sent a rather routine thank-you note and indicated that the check would help further the goals of the college. Several weeks later, I received a letter from the same individual, stating that she had never received a thank-you note from the college before and that she was enclosing a check for \$100. Of course, I searched my mind for a fine thank-you and, noting that her address was close to my home address, commented on the fact that we were neighbors. On a Saturday in July, I received a telephone call from the benefactor, requesting that I join her for lunch at her home on the following Tuesday. After wining and dining me, she informed me that she was leaving half of her estate (valued at \$300,000) to the College of Nursing for scholarship monies and that her lawyer had already drawn up her will to that effect.

When I am asked, as frequently happens, if I like being a dean, my answer is, "Yes."

- I like being a dean because of the freedom from routine days and rigid schedules. I enjoy representing the college at social functions, meeting others, and associating with influential people.
- I like being a dean because I believe I'm good at it. It is personally satisfying to look back over the past three years and think about the positive strides. We have NLN accreditation through 1986, which is the longest period in our 25-year history. Scholarly activity in the college is at an all-time high. Curriculum and administration are stable. Salaries have been increased and are almost equal to all university averages for each rank. In May 1980, a nurse delivered the health convocation address for the first time in university history. Other university units are beginning to look toward the College of Nursing for leadership.
- I like being a dean because of the opportunity to be involved directly with top university administration. Deans are informed of the latest plans, developments, and news. They have direct access to top officials and get quick response to requests. Their advice is sought and they have influence on decision making.

- I like being a dean because of the opportunity to travel and be a member of national organizations. Only deans represent their programs at meetings of the American Association of Colleges of Nursing. The Western Council on Higher Education for Nursing (WCHEN) encourages programs to send their deans to annual meetings. My family travels with me to one or two meetings a year which probably would not be possible if I were not a dean.
- I like being a dean because of the salary, status, and prestige.
- I like being a dean because of the opportunities to serve as mentor to and to counsel faculty and students. It is tremendously satisfying to help others toward greater accomplishments.

Frequently, the dean of a nursing program is the only or the highest-ranking female academic officer on campus. This is true of my situation at the University of New Mexico. Fortunately, I report directly to a provost (male) who is extremely knowledgeable about nursing, is a fine person, is comfortable relating to women and is extremely supportive of me and the college. However, I am very aware of my femaleness and the fact that I represent both nursing and women in many professional and social activities. This means I do my homework well, behave in such a way as never to be sexually suggestive, and dress carefully. While I don't subscribe entirely to John Molloy's edict that "The successful woman always, absolutely, positively wears the skirted suit"(11), I rarely wear pants. One time, when I was relatively new in my position and knew there were no appointments on my calendar for the day, I wore a very casual, corduroy suit to my office--complete with western boots. That afternoon a sudden meeting of Veteran's Administration Deans, of which I'm an ex-officio member, was called. I went to the meeting room. Every person there, except me, was male and every person there, except me, had on a tailored business suit complete with tie. I will never forget how conspicuous and out of place I felt during that meeting. Later, I was relating that incident to one of my co-workers who suggested I keep a dress in my office closet, just in case. That's not a bad idea. I do keep a sewing kit and an extra pair of hose in my drawer and have had to use them on occasion. I recognize that external appearance may not be as important to many others as it is to me. You can imagine, however, how pleased I was one day when a faculty member shared with me that she and the other faculty knew I would never embarrass them in any situation by not being well groomed and dressed.

The Dean's Council at the university meets twice a month. I've learned to bargain, negotiate, compromise, and be emotionally contained. When the male deans go to the Faculty Club for a drink after the meeting, I go right along with them and pay for my own beverages. While I may never completely be "one of the boys" I'm certainly one of the group. For me, this has all been easier because I'm married and there is never any question about my motives with men. I know their wives, they know my husband, and we all enjoy one another as individuals.

The first collegiate program in nursing began when Dr. Beard submitted a plan to establish such a program at the University of

Minnesota in 1909(12). With a 61 year history in baccalaureate and higher degree programs in nursing, think what we have learned about administering nursing programs and about female administrators. We have so much we can teach others.

Never can a dean be all things to all people. Errors in judgment occur and some mistakes may never be forgiven by others. A dean has to be reconciled to the fact that there will always be some individuals who would either love her job or wish she would go elsewhere.

How does one become a dean? Mitsunaga and Hall say that "...aspirants to the position should work under a successful dean, acquire experience as a chairman of a department, and attend a carefully chosen doctoral program"(13). Many deans, however, never think of being a dean until specifically asked. Some deans, such as those in a religious order, are assigned. I suspect their route would be different from those of you who are consciously beginning to try on the role by attending this kind of a workshop. Certainly the proper credentials must be in place, with appropriate leadership experiences and possession of personal characteristics that will match the demands of the position.

It sometimes also helps to know the right people! The president of the University of New Mexico was a member of my task force at WCHEN. That helped when I decided I really wanted my present position.

According to Mitsunaga and Hall, decisive factors in deans' selection of positions are the opportunity to influence the school's development, the support of the top administrator in the university, and the freedom to make changes. Less important factors are financial advantages, location close to their families, and health considerations(14).

Ordinary behavior by the dean frequently comes as a surprise to faculty, staff, and students. I am a popcorn freak of the highest order and keep a popcorn popper in my office. Occasionally the urge to have an afternoon snack of freshly popped, aromatic, warm, buttered popcorn must be appeased. Not too long ago, a faculty member upon smelling those marvelous fumes wafting down the hall came rushing in and exclaimed, "Our dean must be alright if she can pop corn in her office." On another occasion I walked from my office to my car and back again thinking something was dreadfully wrong with either my sunglasses or my eye. I blinked, I rubbed my eye, but vision was still funny. As I entered the Administrative Suite, the administrative coordinator approached me and said, "What happened to the lens in your glasses?" I then discovered it had dropped out. No wonder people I met looked at me rather strangely. That story delighted many. A sense of humor and the ability to laugh at yourself can save many a day.

Now let's look at the rights of a dean as a person. A Bill of Rights for deans as persons could read as follows:

- A dean as a person has the right to choose her own life-style.
- A dean as a person has the right to choose her own friends.
- A dean as a person has the right to respect, courtesy, and honesty from others.

- A dean as a person has the right to time of her own, free from interruption.
- A dean as a person has the right to defend her decisions.
- A dean as a person has the right to make mistakes.
- A dean as a person has the right not to have her words distorted or deliberately misinterpreted.
- A dean as a person has the right to have a personal support system, including confidants.
- A dean as a person has the right to have and show emotions.
- A dean as a person has the right to pursue self-development.
- A dean as a person has the right to be evaluated.
- A dean as a person has the right to spend her money as she chooses.
- A dean as a person has the right to become tired.
- A dean as a person has the right to be frivolous.
- A dean as a person has the right to be treated equitably.
- A dean as a person has the right to her own parking space.

Mary Kelly Mullane, at the Dean's Seminar in Jackson Hole, Wyoming, in July, 1980 delivered a talk entitled, "The Role of the Dean: State of the Art." She enumerated the homely lessons she's learned in the "school of hard knocks." Lesson Number One was, "One's own personal life must be organized and under control, at least most of the time"(15). Yes, deans have a responsibility not to let home life interfere with job performance and job productivity. Conversely, she has responsibilities to those in her personal life. Relationships with families and friends merit careful time, attention, and cultivation. When the children arrive home from school at 3 o'clock in the afternoon and call with a problem, it's hard to be a mother by telephone. Because I have chosen to have a husband, to have children, to have animals, I have a continuing commitment to care for them. The receptionist knows that calls from my husband, my children, the president, and the provost are always put through.

The dean also has a responsibility as a person to keep in good mental and physical health. Proper diet and rest, sufficient exercise, time for recreation, and outside interests are all components of keeping well. Only the individual can assure these practices for himself or herself.

I sew and make many of my own clothes. To me, making a garment is a problem-solving activity and a task I can see completed. So few of my tasks as dean are ever really finished. I need this one area of feeling closure and completion. I also train and show boxers at dog shows--something completely unrelated to my work world. I live 30 minutes away from the university. That drive each morning and night gives me a chance to leave one facet of my life behind and enter into the different role ahead.

Another important responsibility of the dean as a person is to treat co-workers as persons. Friendliness and praise reap so many more benefits than aloofness and grumbling. Treating others as you would want

them to treat you will never lose its value as advice in conducting human interactions.

These responsibilities of the dean as a person are not an all-inclusive list, but rather a beginning in thinking of one aspect of the deanship. I leave it to others to add to the thoughts.

Yes, the demands of being a dean of a nursing program are great, the hours are long, and the challenges are constant. But that's what it's really all about--there's excitement in not knowing what the next day will bring, in successfully helping to resolve problems, and in seeing faculty, students, and staff grow beyond their own expectations. Being a dean is a very precious experience and I savor every minute of it.

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Final Word

My talented colleagues who were responsible for both the design and implementation of AACN's first Executive Development Series are full of bright ideas. They also have an uncanny knack of getting to me where my defenses are weakest--they said that they needed my help! I protested that I didn't know how to write an afterword or epilogue but admitted that I had been among the "concerned deans" who began meeting together in the 1960s. I was hooked.

However, it was my predecessor, Dr. Mary Kelly Mullane, who was the guiding spirit of a task force that helped develop the plan for "Continuing Education for Nurse Academic Administrators." A grant application had been submitted just prior to Dr. Mullane's departure from the AACN office, but when I arrived a month later, in September 1978, its future was in a "who knows" state.

Very frankly, after retiring from 11 years in a deanship and a total of 24 years as a "nurse academic administrator," I was trying very hard to unlearn how to be a dean and to concentrate on learning how to act as an executive director. The two roles are very different. But AACN was destined to be lucky; approval of the grant application came in February, with funding in the early fall of 1979. Thus, although not the midwife, I became a sort of foster mother to the new offspring.

Happily, my fears that AACN might not be able to provide a proper climate for optimal growth and development of the long-awaited child proved groundless. Recruitment of dedicated imaginative project staff members resulted in a whirlwind of activity. The Executive Development Series was launched in April 1980 and has kept to a busy and productive schedule ever since.

The response from participants across the country has been heartening. It has strengthened the conviction of the original task force (later the advisory committee) that programs of this type could be organized, presented, and evaluated and that they provided a beginning exposure/experience to what academic administration in nursing was all about--which learners would use in various ways.

It is my feeling that these monographs well illustrate at least two important truths. One is diversity--there is not and should not be one way to achieve success as a "nurse academic administrator." The other is that the need for continuing effort and growth must be acknowledged. The topics addressed in these monographs were purposely chosen as introductory. There is a great need for more knowledge and deepening of skills; learning must be a constant process.

But regardless of favorable evaluations on the Executive Development Series, I should not leave the reader with the impression that we (the AACN, including the project) had escaped criticism. A couple of questions which were directed at me personally were "How do you define a 'distinguished dean'?" and "Didn't you look at a map before selecting Baltimore and Richmond as sites representative of the south?" As I have

stressed above, we live and learn--and the wise administrator benefits from criticism as well as from praise.

Personally, I still am learning how to be an executive director. It isn't easy and I have ups and downs as I did when I was a dean. I wasn't educated to use the term "administrative style" but have been told mine tends to be an odd combination of caution and risk-taking. Thus, I tend to regard the outcomes of the "Continuing Education for Nurse Academic Administrators" grant in my cautious foster mother role; while I believe that we have done well, I hope that a continuation grant will give us the opportunity to do even better. I also will admit that the experience which AACN as an organization has gained from working with the total grant program, of which the Executive Development Series was a part, has broadened our organizational horizons and provided valuable visibility to the achievement of our goals.

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